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ABSTRACT

This manual provides background materials for Project CIRCLE (Curriculum by Industry Review-Computers Link to Education), a competency-based curriculum developed to provide trainers or educators teaching short-term or long-term programs with a complete field-tested curriculum in microcomputer applications. Prefatory materials and acknowledgements are given in sections I and II, and Section III provides information on the manual's use and describes contents of the manual and options regarding their instructional applications. Section IV lists recommended references and section V provides the form used for student teaching and record keeping on students' achievement of competencies. Section VI, which comprises the bulk of the manual, includes competency sheets detailing program name, job title, competency title and number, student objective, measure of competency, resources to be used, learning activities, and evaluation criteria; narrative information; sample tests and answers; and a performance checklist for the three program areas. The final sections provide a glossary of relevant terms and a certificate of completion to be awarded to each student listing the competencies completed. (HB)

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PROJECT CIRCLE

Curriculum by Industry Review - Computers Link to Education
A Competency Based Education Curriculum

CIRCLE

for

Microcomputer Applications
Wordprocessing
Database Management
Spreadsheet Management

JC 850 312

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I.

PREFACE

MICROCOMPUTER APPLICATIONS

Project CIRCLE

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II.

ACKNOWLEDGMENTS

It is recognized that many people, through their consultation and assistance, have contributed immensely to the successful completion of this competency based curriculum.

Gratitude is expressed to Dr. Urban Oen for his assistance during the development of Project CIRCLE.

Special thanks is given to Kathleen Papierniak, Program Manager, JTPA, Office of Employment Training at the College of Lake County, for her support, guidance and leadership in putting together this Project.

Special thanks is also due Barbara Oilschlager for her drive and dedication to excellence throughout the Project, and to Barbara Smith-Palinkas for her assistance in completing Project CIRCLE.

HOW TO USE THE MANUAL AND ITS CONTENTS

The Project CIRCLE Competency Based Curriculum has been developed to provide trainers or educators of short-term or long-term programs with a complete field-tested curriculum in microcomputer applications. There are three areas of concentration within the curriculum; these include word-processing, database management, and spreadsheet management.

Competency sheets were completed for each task listed on the Student Tracking System and Record Sheet. Each competency sheet contains the competency title, competency number, conditions for completion, resources used, learning activities to achieve, and evaluation criteria. The competencies are arranged in hierarchical order so that all learning builds on previous learnings and projects completed.

Recommended Prerequisites

It is recommended that the student be able to type at least 40 w.p.m. before attempting the Project CIRCLE competencies.

Recommended References

The curriculum in this manual was written as a generic curriculum rather than for specific hardware or software. It can very easily be adapted to your specific hardware and software.

Student Tracking System and Record Sheet

A tracking system and record sheet is included in the manual to assist the instructor in monitoring student completion of the competencies.* It can also be used by the students to keep track of their individual progress. At the completion of the program, this record-keeping system provides the basis for completing the Certificate.

The student tracking system and record sheet is designed to be used as a wall chart, for the students to use as a tracking system throughout the program. The chart lists the task number, competency description, job title pertaining to the competency, and dates completed for each student. The instructor should initial all of the competencies as they are completed. With these sheets, the instructor will always know where each student stands in relation to the competencies completed and the competencies remaining to be completed. Al competencies dated and initialed will be listed on the Certificate.

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*It is the instructor's option to remove or include the answer sheets which have been provided. If included, these answer sheets could serve as a self-check for the student.

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How to Use the Manual and Its Contents

Competency Sheets

A competency sheet was compiled for each competency (task). Included with the competency sheets are activity sheets (quizzes or questions); information sheets; tests; and a performance checklist, if appropriate.

The competency sheet states what the student will accomplish; given certain material and information; learning activities to achieve the competency; and the form of evaluation to be used to determine the student's mastery of the competency.

The learning activities listed are suggested activities. As an instructor, you may wish to modify these to suit your particular hardware and software. The resources listed are also suggested, and you may modify these to include those which you feel are more advantageous. Also included is an evaluation form, which is adequate for determining each student's mastery of the competency. In some cases, the evaluation may be a test the students will complete after they have completed all of the other learning activities. In other cases, the evaluation will be based upon a performance checklist, with areas to be evaluated as "yes" or "no".

Glossary of Terms

A glossary of terms is included to assist you with understanding specific terms. It is suggested that the students review the glossary before attempting the competencies, to familiarize themselves with the terms that will be used throughout the curriculum.

Certificate of Completion

It is recommended that a certificate be awarded each person listing the competencies completed. The front of the certificate is pre-printed with the name of the project and type of program in which enrolled. Space is provided for the student's name, date line, and signature lines for instructor and school official. The back side of the certificate has space for typing the competency titles that each student has completed. Only those competencies the student has completed are typed on the certificate. The certificate is typed at the end of the training program, and is prepared regardless of whether or not a student has completed all of the program competencies. The certificate is what makes each student employable. The students will take the certificate with them on job interviews, to show prospective employers what competencies they have mastered. A sample certificate with example competencies is included to show what the completed certificate may look like.

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III. (cont'd.)

How to Use the Manual and Its Contents

These steps and procedures are recommended to implement the microcomputer applications program in your school. Begin by reviewing the list of competencies on the student tracking and record sheets, the entire catalog of competency sheets, and the recommended resources. Try to order the resources so that they will be located in the classroom for the students' use, or adapt the competency sheets to your own resources. Set up your instructor tracking system and record sheet so you will be able to monitor each student's progress. Develop or adapt a pre-test to screen prospective students. After administering the typing pre-test, analyze the results and identify your goals and objectives for your program and for the students.

As each student completes a competency, use the evaluation procedure listed in each competency to evaluate the student's mastery of each individual competency. At the end of the training program, prepare a certificate for each student.

For additional help in implementing the microcomputer applications program in your school, contact the Competency Based Vocational Education Consultant in your area, or Dr. Urban Oen at the Lake County Area Vocational Center, 19525 W. Washington Street, Grayslake, Illinois 60030 (312) 223-6681, or the Illinois State Board of Education, Springfield, Illinois.

Barbara Oilschlager

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IV.

RECOMMENDED REFERENCES

Basic Typewriting Applications, Casady, Grill and Kushner,
South-Western Publishing Company, 1983.

Data Processing for Business, Gerald A. Silver and Joan B. Silver,
Harcourt Brace Jovanovich, Incorporated, 1981.

DON'T, or How To Care For Your Computer, Rodnay Zaks,
Sybex, Berkeley, 1981.

Intermediate Typewriting, Wanons, Duncan, Warren and Langford,
South-Western Publishing Company, 1981.

Introductory Typewriting, Wanons, Duncan, Warren and Langford,
South-Western Publishing Company, 1981.

Quick File II, Rupert Lissner, Apple Computer, Incorporated, 1982.

The VisiCalc Book for the IBM Computer, Donald H. Beil,
Reston Publishing Company, 1981.

V.

STUDENT TRACKING SYSTEM

and

RECORD SHEET

V.

MICROCOMPUTER APPLICATIONS

Word Processing

STUDENT TRACKING SYSTEM and RECORD SHEET

Task Number	Competancy Description	Date	Instr. Init.
095	Demonstrate Knowledge of Wordprocessing		
100	Boot the Applications Program		
105	Demonstrate Knowledge of Disk Operating System		
110	Format and Identify Diskette		
115	Key in Text		
120	Move Cursor		
125	Clear Computer Memory		
130	Print File		
135	Save, Protect, and Retrieve a File		
140	Rename, Create a Backup Copy, and Delete a File		
145	Fabricate All Caps		
150	Scroll Text		
155	Set and Purge Tabs		
160	Indent a Paragraph		
165	Copy a File onto Another Diskette		
170	Justify Text		
175	Underline, Overstrike, and Boldface Text		
180	Enter Embedded Commands in Text		
185	Perform Number Drills		
190	Key in a Table Format		
195	Key in a Memorandum		
200	Correct a Memorandum Using Proofreading Marks		

Task Number	Competency Description	Date	Instr. Init.
205	Key in a Modified Block Style Letter with Indented Paragraphs		
210	Key in a Modified Block Style Letter with Blocked Paragraphs and Open Punctuation		
215	Key in a Block Style Letter with Mixed Punctuation		
220	Hold Spaces Between Words		
225	Number Pages of a Report		
230	Enter Footnotes, Using Superscripts and Subscripts		
235	Prepare Top and Bottom Line Entries		
240	Duplicate a Paragraph in a Memorandum		
245	Merge a Table Into a Report		
250	Replace Information in a File		
255	Assemble a Document from Four Different Files		
260	Create an Address File		
265	Produce a Form Letter		
270	Enter Personalized Information on a Form Letter		
275	Demonstrate the Use of a Word Speller		
280	Set Up a Specialized Dictionary		
285	Use Print Commands		
290	Demonstrate Simple Troubleshooting Techniques		

Name: ______________________________

Phone Number: ______________________________

Social Security Number: ______________________________

Dates: Entrance ____________________ Exit ____________________

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V.

MICROCOMPUTER APPLICATIONS

Database Management

STUDENT TRACKING SYSTEM and RECORD SHEET

Task Number	Competency Description	Date	Instr. Init.
300	Demonstrate Knowledge of Database		
305	Boot the Applications Program		
310	Demonstrate Knowledge of Disk Operating System		
315	Format and Identify Diskette		
320	Establish File Fields, and Add Information		
325	Move Cursor for Editing		
330	Print File		
335	Save, Protect, and Retrieve a File		
340	Rename, Create a Backup Copy, and Delete a File		
345	Demonstrate Use of Search, Find, and Change		
350	Insert, Replace, and Delete Records in a File		

Task Number	Competency Description	Date	Instr. Init.
355	Arrange and Sort Records Alphabetically		
360	Move and Delete a Field		
365	Arrange and Sort Records Numerically		
370	Change Report Layout		
375	Change Column Layout		
380	Edit Numeric Fields		
385	Enter Formula for Calculating Fields		
390	Print Mailing Labels		
395	Print Selected Records		
400	Use Print Commands		
405	Demonstrate Simple Troubleshooting Techniques		

Name: ______________________________

Phone Number: ______________________

Social Security Number: ______________________

Dates: Entrance ____________ Exit ____________

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V.

MICROCOMPUTER APPLICATIONS

Spreadsheet Management

STUDENT TRACKING SYSTEM and RECORD SHEET

Task Number	Competency Description	Date	Instr. Init.
500	Demonstrate Knowledge of Spreadsheets		
505	Boot the Applications Program		
510	Demonstrate Knowledge of Disk Operating System		
515	Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets		
520	Access Spreadsheet Commands		
525	Change Column Widths		
530	Enter Labels and Titles Onto Spreadsheet		
535	Edit Entries		
540	Enter Numeric Cell Contents Onto a Spreadsheet		
545	Copy Labels and Numeric Entries		
550	Demonstrate Knowledge of Arithmetic Operations		
555	Enter Formulas		
560	Replicate Formulas		
565	Enter Formulas with Functions		
570	Enter a Function to Search a Table		
575	Enter Formulas with Conditional Expressions		
580	Protect Formula Entries, and Blank a Spreadsheet		
585	Understand Basics of Printers		
590	Print a Spreadsheet		
595	Insert, Delete, and Move Rows and Columns		
600	Name a Range of Cells		
605	Save and Retrieve a Range of Cells		
610	Copy Rows and Columns		
615	Merge Spreadsheets		
620	Freeze Labels While Scrolling		
625	Add Windows to Monitor		
630	Define Database Terminology		
635	Sort Records		
640	Perform Statistical Database Functions		
645	Search for Selected Records		
650	Extract Selected Records		
655	Print Mailing Labels		
660	Develop Spreadsheet Graphics		
665	Demonstrate Recalculation		
670	Transfer a Manual Office Function Onto Electronic Spreadsheet		
675	Demonstrate Knowledge of Integrated Software Applications		
680	Demonstrate Simple Troubleshooting Techniques		

Name:______________________________

Phone Number:______________________________

Social Security Number:______________________________

Dates: Entrance______________ Exit__________

STUDENT TRACKING SYSTEM and RECORD SHEET V.

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VI.

PROJECT CIRCLE COMPETENCY SHEETS

Wordprocessing

Database Management

Spreadsheet Management

WORDPROCESSING COMPETENCY LIST:

095 Demonstrate Knowledge of Wordprocessing
100 Boot the Applications Program
105 Demonstrate Knowledge of Disk Operating System
110 Format and Identify Diskette
115 Key in Text
120 Move Cursor
125 Clear Computer Memory
130 Print File
135 Save, Protect, and Retrieve a File
140 Rename, Create a Backup Copy, and Delete a File
145 Fabricate All Caps
150 Scroll Text
155 Set and Purge Tabs
160 Indent a Paragraph
165 Copy a File onto Another Diskette
170 Justify Text
175 Underline, Overstrike, and Boldface Text
180 Enter Embedded Commands in Text
185 Perform Number Drills
190 Key in a Table Format
195 Key in a Memorandum
200 Correct a Memorandum Using Proofreading Marks
205 Key in a Modified Block Style Letter with Indented Paragraphs
210 Key in a Modified Block Style Letter with Blocked Paragraphs and Open Punctuation
215 Key in a Block Style Letter with Mixed Punctuation
220 Hold Spaces Between Words
225 Number Pages of a Report
230 Enter Footnotes, Using Superscripts and Subscripts
235 Prepare Top and Bottom Line Entries
240 Duplicate a Paragraph in a Memorandum
245 Merge a Table into a Report
250 Replace Information in a File
255 Assemble a Document from Four Different Files
260 Create an Address File
265 Produce a Form Letter
270 Enter Personalized Information on a Form Letter
275 Demonstrate the Use of a Word Speller
280 Set Up a Specialized Dictionary
285 Use Print Commands
290 Demonstrate Simple Troubleshooting Techniques

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Demonstrate Knowledge of Wordprocessing

COMPETENCY NO.: 095

STUDENT WILL: Demonstrate knowledge of wordprocessing

GIVEN: A five-item test

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Read introductory section in the software applications manual, located in the classroom.
2. Read Information Sheet 095, "Demonstrate Knowledge of Wordprocessing".
3. Complete Test 095, "Demonstrate Knowledge of Wordprocessing", for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Test 095, "Demonstrate Knowledge of Wordprocessing".

INFORMATION SHEET 095

Demonstrate Knowledge of Wordprocessing

Read the following information and then complete Test 095, "Demonstrate Knowledge of Wordprocessing", for evaluation.

What is wordprocessing? Wordprocessing once meant placing information on paper by using a pen or typewriter. Then, the information was sent to another person for reading and a possible response.

Wordprocessing today means using a system for the production of typewritten documents with automated typing and text editing equipment. These documents can be in the form of letters, memorandums, tables, announcements or reports.

Words are keyed into the computer by way of the keyboard. The characters appear on the monitor which is known as a CRT, or cathode ray tube, or screen.

The device that records or saves the information that is entered into the computer is known as a disk drive. A diskette is what this information is stored on. A diskette is similar in appearance to a stereo record. The surface of a diskette is coated with magnetic material. As the diskette rotates inside the disk drive, magnetic impulses are recorded on, or are read from, the diskette. This allows the text to be read or played back whenever it is desired.

Information can appear on the monitor for viewing and saved on a diskette for later reference. However, a document can also be printed for distribution. The printer prints a document faster than a typewriter, and is under the control of the computer. Therefore, the document is only as good as the operator who keys it into the computer.

TEST 095

Demonstrate Knowledge of Wordprocessing

CIRCLE the correct answer(s) to the following.

1. Wordprocessing means
   - A. placing information on paper by using a pen
   - B. using a system for the production of typewritten documents with automated typing and text editing equipment
   - C. information sent to another person for reading

2. Words are keyed into the computer by way of
   - A. pen
   - B. typewriter
   - C. keyboard

3. The characters appear on a monitor also called a
   - A. screen
   - B. CTY
   - C. keyboard

4. A diskette
   - A. stores the information
   - B. is a stereo record
   - C. is a cathode ray tube

5. As the diskette rotates inside the disk drive
   - A. impulses are erased on the diskette
   - B. magnetic impulses are recorded on, or read from, the diskette
   - C. it prints the document.

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TEST 095 ANSWERS

Demonstrate Knowledge of Wordprocessing

1. B
2. C
3. A
4. A
5. B

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PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0603

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Boot the Applications Program

COMPETENCY NO.: 100

STUDENT WILL: Identify computer hardware components, demonstrate knowledge of care required for a computer, distinguish programs, storange, and DOS diskettes, and boot the applications program

GIVEN: A computer, diskettes, and an 18-item test

RESOURCES: Don't! or How to Care for Your Computer, by Rodnay Zaks
Software applications manual
DOS manual

LEARNING ACTIVITIES:

1. Review pages 7-15 in Don't! and descriptions of hardware component and how to power on the Computer in the DOS manual, located in the classroom.
2. Complete Activity Sheet 100, "Boot the Applications Program".
3. Review Information Sheet 100, "Boot the Applications Program", chapter 3 in Don't!, and the description of how to boot the applications program in the software applications manual, located in the classroom.
4. Complete Activity Sheet 100.1, "Boot the Applications Program",
5. Practice this competency while reviewing Performance Checklist 100, "Boot the Applications Program".
6. Complete and hand in Test 100, "Boot the Applications Program".
7. Complete Activity Sheet 100.2, "Boot the Applications Program", for evaluation, without assistance or resources.

EVALUATION: Score 6 out of 6, or 100%, on Performance Checklist 100, "Boot the Applications Program"; and 16 out of 18, or 88%, on Test 100, "Boot the Applications Program".

NOTE: Answers may vary, depending upon the software applications manual used.

INFORMATION SHEET 100

Boot the Applications Program

Sets of data and programs are stored on diskettes as files. In an office without a microcomputer, a file drawer contains many file folders, each with a logically related collection of information (i.e., the employee file, customer file, billings file).

A diskette is like the file drawer. Many data files and program files can be stored (recorded) on its surface. Usually data files are stored on storage diskettes, applications programs are stored separately on program diskettes, and the DOS is stored separately on a DOS diskette.

Nothing can be done with diskettes unless the Disk Operating System programs which operate the computer are in the memory of the computer. The DOS has the instructions for the computer on how to load an applications program. Therefore, it is usually necessary to first boot the DOS program and then boot the applications program.

Sometimes the DOS programs necessary to work with an applications program are stored on the same applications program diskette; in which case, it is not necessary to boot the DOS separately. The following generalized procedure would be used to boot the applications program:

1. insert the applications program diskette
2. boot the applications program

Details on how to boot an applications program vary, depending on the applications program and the computer being used. To complete Activity Sheet 100.2, you will write a detailed procedure for booting your particular applications program. Be sure to note when the computer should be turned on and when diskettes should be inserted and removed.

Booting the applications program is the process of loading the program from the diskette into the memory of the computer. Different computers have different ways to boot a program; you must learn the procedure for booting from the software applications manual, located in the classroom. The applications program cannot be booted unless the DOS, which operates the computer, has been booted. Therefore, it is necessary to first boot the DOS program and then boot the applications program.

If the DOS and applications program are stored on separate diskettes, then the following generalized procedure would be followed to boot the applications program:

1. insert the DOS diskette
2. boot the DOS
3. remove the DOS diskette
4. insert the applications program diskette
5. boot the applications program

INFORMATION SHEET 100 (cont'd.)

Boot the Applications Program

Diskettes, also called floppy disks, mini-floppy and disks, are a curricular storage medium coated with magnetic material. Information is stored on a disk in tiny magnetic dots which can be written and read by a disk drive. A diskette is enclosed in a square, protective jacket. Most microcomputers use a 5¼-inch diskette.

Disk Drives are peripheral devices which read information from a diskette, transferring it into the memory of the computer, and write information transferred from the memory of the computer onto a diskette.

A Program is a sequenced set of instructions which the computer can perform.

An Applications Program is a program which actually does the work (prepare letters, calculate formulas, etc.). Applications programs are stored on program diskettes. Program diskettes should be "write-protected" by covering the write-protect notch on the diskette jacket with a small aluminized sticker.

The DOS operates the computer for you. DOS (pronounced doss) are the initials for DISK OPERATING SYSTEM. The Disk Operating System is a set of programs which transfer data between peripherals and memory. It also manages all the organization of the applications programs and data. The DOS is stored on a diskette. Some of the DOS programs may also reside in computer memory.

Storage diskettes, also called data diskettes, are used to keep data (information to be processed by the computer). Examples of data are names and addresses of customers, a spreadsheet, a letter, a list of products, and accounting information. Storage diskettes may contain data to be input into the computer or data from which the computer has output (created as a result of a program executing).

Software is the term used to refer to DOS and applications programs.

ACTIVITY SHEET 100

Boot the Applications Program

MATCH the following descriptions and terms by placing the appropriate letter in front of the number. Letters may be used more than once.

____ 1. also referred to as a CRT, monitor, or video.

____ 2. output from the computer printed on paper.

____ 3. used to store information to be read by the computer.

____ 4. has standard typewriter keys as well as function keys.

____ 5. information is read from a diskette and placed in this storage area where it can be used by the CPU.

____ 6. the user inputs commands, data, and responses with this peripheral device.

____ 7. the physical equipment of a computer system that can be seen and touched.

____ 8. input and output devices.

____ 9. the actual worker, the processor which executes programs.

A. Hardcopy

B. Memory

C. CPU

D. Keyboard

E. Monitor

F. Peripherals

G. Diskette

H. Hardware

I. Printer

J. Diskette Drive

ACTIVITY SHEET 100 ANSWERS

Boot the Applications Program

1. E (Monitor)
2. A (Hardcopy)
3. G (Diskette)
4. D (Keyboard)
5. B (Memory)
6. D (Keyboard)
7. H (Hardware)
8. F (Peripherals)
9. C (CPU)

ACTIVITY SHEET 100.1

Boot the Applications Program

Write TRUE or FALSE on the line in front of the number.

____ 1. Data is stored on a diskette in concentric circles called tracks.

____ 2. When the write-protect notch on the jacket of a diskette (mini-floppy disk) is covered, information can be written onto the disk.

____ 3. Floppy diskettes are called "floppy" because they can be folded without damaging the diskette.

____ 4. Only felt-tipped pens should be used to label diskettes.

____ 5. If a liquid spills on a diskette, it can be used after it has dried.

____ 6. It is permissable to smoke while operating a computer.

____ 7. One should always cover their mouth when coughing or sneezing in the vicinity of a diskette.

____ 8. To avoid laying a diskette flat, lean it against the telephone.

ACTIVITY SHEET 100.1 ANSWER

Boot the Applications Program

1. True
2. False
3. False
4. True
5. False
6. False
7. True
8. False

TEST 100

Boot the Applications Program

Label the peripheral components and answer questions 5-8 by inserting the appropriate letter of the following terms in the blank. Letters may be used more than once.

A. CPU

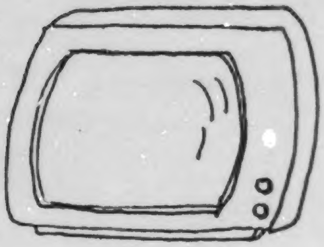
B. Disk Drive

C. Monitor

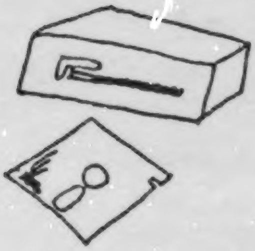
D. Keyboard

E. Printer

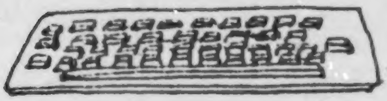
F. Typewriter



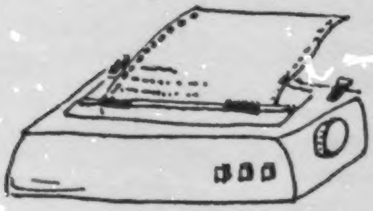
1. ____________________



2. ____________________



3. ____________________



4. ____________________

TEST 100 (cont'd.)

Boot the Applications Program

5. The ________ is an input device through which a user can "talk" to the computer.

6. The ________ displays what is typed on the keyboard, but its primary use is as an output device through which a computer can "talk" to a user.

7. If a "hard copy" of computer output is desired, the ________ must be used.

8. The ________ reads information off a diskette, loading it into the memory of the computer, and writes information from the memory of the computer onto a diskette.

Unless specified, CIRCLE the correct answer(s) for the following:

9. Output devices include all of the below except a

   A. monitor.
   B. disk drive.
   C. printer.
   D. keyboard.

10. The physical components of a computer system are called

   A. CPU's.
   B. hardware.
   C. printers.
   D. software.

11. A sequenced set of instructions written in a language the computer can understand is called

   A. DOS.
   B. data.
   C. a command.
   D. a program.

List four precautions which must be observed when working with computers and diskettes.

12.

13.

14.

15.

TEST 100 (cont'd.)

Boot the Applications Program

16. All of the below are examples of data except

    A. programs.
    B. customer names.
    C. sales totals.
    D. accounting information.

17. When inserting a diskette, the right hand should be used and

    A. the thumb should be on the exposed diskette.
    B. the thumb should be in the hub access hole in the center of the disk.
    C. the thumb should be on the square diskette label.
    D. none of the above.

18. The name of the applications program which you are studying is called ____________________________.

TEST 100 ANSWERS

Boot the Applications Program

1. C
2. B
3. D
4. E
5. D
6. C
7. E
8. B
9. D
10. B
11. D

12 through 15.

The answers to questions 12-15 may include any of the following:

1. Connect the computer to a separate circuit whenever possible.
2. Avoid static electricity.
3. Remove dust from ventilation slots.
4. Avoid shocks and vibrations.
5. Keep liquids away from the computer.
6. Maintain a comfortable temperature.
7. Don't bend or fold diskettes.
8. Keep all magnetic fields away from diskettes.
9. Avoid heat, moisture, and dust from damaging diskette.
10. Insert the diskette properly.

16. A

17. C

18. Answers may vary, depending on the particular software applications program being used.

ACTIVITY SHEET 100.2

Boot the Applications Program

Write a detailed procedure for turning on the computer, inserting diskettes, booting your particular applications program. You may choose from the steps shown below as well as add any steps your application requires. Have each step stated in the required correct sequence. Check your procedure with the instructor before practicing this task.

Some steps which may be required are:

1. turn on the computer.
2. answer date and time questions.
3. insert DOS diskette into drive (specify which drive).
4. insert data diskette into drive (specify which drive).
5. type (specify what is to be typed).
6. turn on peripheral devices.

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ACTIVITY SHEET 100.2 ANSWERS

Boot the Applications Program

Have the instructor check your procedure.

PERFORMANCE CHECKLIST 100

Boot the Applications Program

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The student has established the proper environment (no food or drinks, nothing placed on ventilation slots, no smoking, etc.).		
*	2. The student has powered on the computer system properly.		
*	3. The diskette is held correctly.		
*	4. The diskette is inserted properly.		
*	5. The diskettes are inserted in the proper sequence.		
*	6. The applications program is booted correctly.		
*	7. The diskettes are removed properly and placed in protective sleeves.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 7
TOTAL POINTS POSSIBLE = 7

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PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Demonstrate Knowledge of Disk Operating System

COMPETENCY NO.: 105

STUDENT WILL: Use the copy, check disk, directory; rename, and delete commands

GIVEN: A microcomputer and diskettes

RESOURCES: Disk Operating Systems manual

LEARNING ACTIVITIES:

1. Review Information Sheet 105, "Demonstrate Knowledge of Disk Operating System".
2. Review information on copying, checking diskettes, renaming files, and deleting files in the Disk Operating System manual, located in the classroom.
3. Perform Activity Sheet 105, "Demonstrate Knowledge of Disk Operating System", while reviewing Performance Checklist 105.
4. Perform Test 105, "Demonstrate Knowledge of Disk Operating System', for evaluation.

EVALUATION: Score 13 out of 13, or 100%, on Performance Checklist 105, "Demonstrate Knowledge of Disk Operating System".

NOTE: Answers may vary, depending upon the software being used.

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INFORMATION SHEET 105

Demonstrate Knowledge of DOS

DOS (pronounced doss) is an acronym for Disk Operating System. It is a set of programs that manage the hardware, programs, and data in a computer system. It is a DOS program which gives the computer instructions to load an application program from a diskette into the memory of a computer. It is a DOS program which gives the computer instructions to copy the contents of one diskette onto another, making a backup copy of the first diskette. It is a DOS program which gives the computer instructions to move data from the memory of the computer onto a diskette.

Some applications programs have the DOS programs necessary to load an application program stored on the diskette with the application program; in this case, the user does not need to insert the DOS diskette, just the application program diskette.

Most applications programs execute DOS programs without the user knowing it. When the user is ready to print their work, or save it on a diskette, they give the applications program the command to do so and it, in turn, activates a DOS program to print or save the work.

Therefore, even if you never load the DOS diskette, you are using DOS programs when you use the applications program.

DOS programs are initiated by a command. The command will have operands. For example, a command to delete a file from a diskette might be

```
DEL  A:XXFILE
```

where	DEL	is the command;
	A:	is the first operand stating that the diskette containing the file to be deleted is in drive A;
and	XXFILE	is the name of the file to be deleted.

FORMAT. DOS has a program which prepares a diskette to receive data. This process is called formatting (or sometimes initializing). An unformatted diskette cannot be used to hold programs or data. Task 110, "Format and Identify Diskette", will prepare you to format diskettes.

DIRECTORY. DOS has a program which lists the files contained on a diskette. Besides giving the file name, the Directory program may give other information such as the length of the file and the date it was last updated. To list the Directory, the user must enter the command which requests a directory list and the name of the disk drive where the diskette resides.

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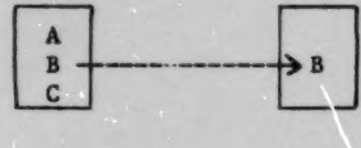
INFORMATION SHEET 105 (cont'd.)

Demonstrate Knowledge of DOS

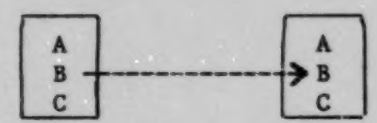
CHECK A DISKETTE. DOS will have a program which will check a diskette to see if it has any damaged sections. To check a diskette, the user must enter a command and the name of the disk drive where the diskette to be checked has been placed.

Either the program to check a diskette or to list the directory will tell how much space is available on a diskette.

DOS programs enable the user to make backup copies of diskettes. It is important to have backup copies of programs and data in case a diskette is damaged. Either individual files can be copied from one diskette to another:



or the whole diskette can be copied:



Different programs may be used to copy single files and whole diskettes. To copy a file from one diskette to another, the user must enter the command requesting the copy program be executed, the name of the disk drive where the diskette holding the file to be copied resides, the name of the file to be copied, the name of the disk drive where the diskette to receive the file resides, and the name the file to be given on the second diskette.

To copy a whole diskette, the name of the disk drive holding the source diskette (the diskette to be copied) and the name of the disk drive holding the target diskette (the diskette onto which the data is to be copied) must be entered.

Other DOS programs are used to rename files or delete files.

ACTIVITY SHEET 105

Demonstrate Knowledge of DOS

CIRCLE the appropriate letter to fill in the blanks in numbers 1-7.

1. There are ______ disk drives on the system I am using.
   - A. no
   - B. 1
   - C. 2
   - D. 3

2. The first disk drive is named drive
   - A. A.
   - B. 1.
   - C. 0.
   - D. other (specify) _________.

3. The command to list the directory of a diskette is
   - A. LIST.
   - B. DIR.
   - C. CAT.
   - D. other (specify) ______.

4. The command to list the directory of a diskette in the first disk drive is
   - A. FORMAT A:.
   - B. DIR A:.
   - C. DIR 1:.
   - D. other (specify) ______.

5. The command to check a diskette is
   - A. CHKDSK.
   - B. OKDSK.
   - C. other (specify) ______.

6. The command to copy the contents of one diskette onto another is
   - A. COPY.
   - B. DISKCOPY.
   - C. other (specify) ______.

7. The command to copy a file name MATRIX from a diskette in the first drive to a diskette in the second drive is
   - A. COPY A:MATRIX B:MATRIX.
   - B. COPY 1MATRIX 2MATRIX.
   - C. other (specify) ______.

ACTIVITY SHEET 105 ANSWERS

Demonstrate Knowledge of DOS

Answers will vary depending upon particular hardware and software being used.

1.
2.
3.
4.
5.
6.
7.

TEST 105

Demonstrate Knowledge of DOS

1. Obtain a DOS diskette, a storage diskette, and a formulated blank diskette from your instructor.

Have the instructor observe as you perform steps 2-11.

2. Boot the DOS.
3. List the directory of the storage diskette.
4. List the directory of the DOS diskette.
5. Check the storage diskette for any damaged areas.
6. List the directory of the blank diskette.
7. Copy a file from the storage diskette onto the blank diskette.
8. List the directory of the previously-blank diskette.
9. Rename the file on the previously-blank diskette. Give it your name.
10. Delete the file with your name.
11. Copy the whole storage diskette onto the blank diskette.

PERFORMANCE CHECKLIST 105

Demonstrate Knowledge of DOS

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Diskettes have been held properly.		
*	2. The DOS has been booted properly.		
*	3. The directory of the storage diskettes has been listed.		
*	4. The directory of the DOS diskette has been listed.		
*	5. The diskette has been checked for any damage.		
*	6. The directory of the blank diskette has been listed.		
*	7. A file has been copied from one diskette to another.		
*	8. The directory has been listed, showing the copied file.		
*	9. The file has been renamed.		
*	10. The file has been deleted.		
*	11. The whole storage diskette has been copied onto the blank diskette.		
*	12. All diskettes have been inserted into disk drives and removed from disk drives properly.		
*	13. All diskettes have been placed in their sleeves.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 13
TOTAL POINTS POSSIBLE = 13

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Format and Identify Diskette

COMPETENCY NO.: 110

STUDENT WILL: Demonstrate knowledge of formatting and identifying a diskette and its parts

GIVEN: A five-item test

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review procedure for formatting a diskette and identifying the parts of a diskette on Information Sheet 110, "Format and Identify Diskette", in the software applications manual, located in the classroom.
2. Complete Test 110, "Format and Identify Diskette".

EVALUATION: Score 5 out of 5, or 100%, on Test 110, "Format and Identify Diskette.

INFORMATION SHEET 110

Format and Identify Diskette

Formatting a diskette to be used as a storage diskette is an important step that must be taken before any information can be saved on the diskette. When you format (or initialize) a diskette, the program writes on concentric circles (called tracks) on the diskette, similar to the chalk lines on a racetrack. This is done so that the disk drive will know where to write the information.

To speed up both reading and writing a diskette, the disk drive divides each track into sectors. Each computer system reads and writes information on the diskette in different ways, using different amounts of sectors per track. This is why a diskette that is formatted for one operating system may not work on another system. Some applicaton programs have a command to format diskettes. If yours does, then you can format the diskette after the program has been booted; otherwise, refer to your DOS manaual, located in the classroom. Please note that every DOS program has a command to format a diskette.

There are basically two types of diskettes that are used today. The first is a floppy diskette, which is the type of diskette that is typically used in small personal computers. The other is called a hard disk, which is similar to a floppy diskette, in that it is divided into tracks and sectors for reading and writing purposes. A hard disk is made of a rigid material, like metal. It is coated like a floppy diskette so that magnetic impulses can be recorded on it's surface.

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TEST 110

Format and Identify Diskette

CIRCLE the correct answer(s) to the following problems.

1. Why do you format a diskette.

   A. so that the computer can boot the program

   B. so that the disk drive will know where to write the information

   C. so that the information can go into the disk drive.

2. Tracks are

   A. concentric circles on a diskette

   B. concurrent circles on a diskette

   C. intersection circles oof zeros on a diskette

3. Tracks are divided into sections called

   A. circles

   B. sectors

   C. racetracks

4. Once a diskette is formatted for an operating system

   A. it can never be formatted again

   B. it works on all systems

   C. it may not work on another system.

5. A hard disk is

   A. rigid

   B. holds magnetic impulses on it's surface

   C. both A and B

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TEST 110 ANSWERS

Format and Identify Diskette

1. B

2. A

3. B

4. C

5. C

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Key in Text

COMPETENCY NO.: 115

STUDENT WILL: Key in text

GIVEN: A three-paragraph text

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review procedure for keying in text, paragraphs, word wraparound, in the software applications manual, located in the classroom.
2. Complete Activity Sheet 115, "Key in Text".
3. Ask the instructor to review the monitor for evaluation.

EVALUATION: Score 3 out of 3, or 100%, on Performance Checklist 115, "Key in Text".

NOTE TO INSTRUCTOR: The paragraph must be displayed on the monitor and the instructor will review text for evaluation.

ACTIVITY SHEET 115

Key in Text

Directions:

Key in the three paragraphs on the monitor. When you have finished keying in the text, ask the instructor to review the text with you. All corrections will be made in Competency 120, "Move Cursor".

Text:

An assortment of pasta specialties prepared according to old-world recipes using only the freshest, all-natural ingredients, with no preservatives.

Served by some of the nation's finest restaurants, it's made from the highest quality ingredients such as imported cheeses, fresh whole eggs, extra-fancy durum wheat flour and fresh parsley.

Made in Philadelphia's Italian Quarter, this pasta was recently judged the best pasta by a famous magazine. This is really a unique opportunity to indulge in the ultimate of pastas! Insta-frozen and sealed for freshness, this assortment includes: 1 lb. Fettuccini, 1 lb. Meat Tortellini, and two 10-oz. packages of Cheese Ravioli, and includes two delicious recipe ideas.

NOTE: Completed competency is displayed above.

PERFORMANCE CHECKLIST 115

Key in Text

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Paragraph one is entered on the monitor.		
*	2. Paragraph two is entered on the monitor.		
*	3. Paragraph three is entered on the monitor.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 3
TOTAL POINTS POSSIBLE = 3

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Move Cursor

COMPETENCY NO.: 120

STUDENT WILL: Move cursor forward, backward, up, down, beginning of text, and end of text

GIVEN: A revised draft

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review procedure for moving cursor in the software applications manual, located in the classroom.
2. Student should list the cursor movement keys.
3. Practice moving cursor while reviewing the software applications manual, located in the classroom.
4. Complete Activity Sheet 120, "Move Cursor".
5. Ask instructor to review information on the monitor for evaluation.

EVALUATION: Score 12 out of 12, or 100%, on Performance Checklist 120, "Move Cursor".

NOTE TO INSTRUCTOR: The paragraph must be displayed on the monitor and the instructor will review the text for evaluation.

ACTIVITY SHEET 120

Move Cursor

Directions:

Key in the following paragraph. Then, make the following changes by moving the cursor forward and backward, up and down, beginning to end. Refer to the software applications manual, located in the classroom, and Performance Checklist 120, "Move Cursor", for assistance. All words must be spelled correctly.

Text:

An assortment of pasta specialties, prepared according to old-world recipes, using only the freshest, all-natural ingredients, with no preservatives.

Served by some of the nation's finest restaurants, it's made from the highest quality ingredients such as imported cheeses, fresh whole eggs, extra-fancy durum wheat flour and fresh parsley.

Made in Philadelphia's Italian Quarter, this pasta was recently judged the best pasta by a famous magazine. This is really a unique opportunity to indulge in the ultimate of pastas! Insta-frozen and sealed for freshness, this assortment includes: 1 lb. Fettuccini, 1 lb. Meat Tortellini, and two 10-oz. packages of Cheese Ravioli, and also comes with two delicious recipe ideas.

A pasta assortment (1) of specialties cooked (2) according to old-world recipes, using fresh (3), all-natural ingredients, with no preservatives.

These pasta (4) delights are served by some of the nation's finest restaurants. They (5) are made from the highest quality ingredients, such as fresh whole eggs (6), imported cheeses, fancy (7) durum wheat flour and fresh parsley.

Made in the famous (8) Philadelphia's Italian Quarter, this pasta was judged the best pasta by a famous magazine. This is a unique (9) opportunity to indulge in the ultimate of pastas! Insta-frozen and sealed for freshness, this assortment includes: 1 lb. Fettuccini, 2 lbs. (10) Meat Tortellini, and two 12-oz. (11) packages of Cheese Ravioli. Also included are two delicious recipe ideas.

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PERFORMANCE CHECKLIST 120

Move Cursor

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	NO
*	1. Item 1 on Activity Sheet 120 is prepared correctly.		
*	2. Item 2 on Activity Sheet 120 is prepared correctly.		
*	3. Item 3 on Activity Sheet 120 is prepared correctly.		
*	4. Item 4 on Activity Sheet 120 is prepared correctly.		
*	5. Item 5 on Activity Sheet 120 is prepared correctly.		
*	6. Item 6 on Activity Sheet 120 is prepared correctly.		
*	7. Item 7 on Activity Sheet 120 is prepared correctly.		
*	8. Item 8 on Activity Sheet 120 is prepared correctly.		
*	9. Item 9 on Activity Sheet 120 is prepared correctly.		
*	10. Item 10 on Activity Sheet 120 is prepared correctly.		
*	11. Item 11 on Activity Sheet 120 is prepared correctly.		
*	12. Item 12 on Activity Sheet 120 is prepared correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 12
TOTAL POINTS POSSIBLE = 12

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM:	Microcomputer Applications
JOB TITLE:	Wordprocessing
COMPETENCY TITLE:	Clear Computer Memory
COMPETENCY NO.:	125
STUDENT WILL:	Clear the computer's memory

GIVEN: A paragraph

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for clearing the computer's memory in the software applications manual, located in the classroom.
2. Complete Activity Sheet 129, "Clear Computer Memory".
3. Print Activity Sheet 150, "Clear Computer Memory", for evaluation.

EVALUATION: Score 4 out of 4, or 100%, on Performance Checklist 125, "Clear Computer Memory".

NOTE TO INSTRUCTOR: The paragraphs must be displayed on the monitor and the instructor will review the text for evaluation.

ACTIVITY SHEET 125

Clear Computer Memory

Directions:

Key in the following information. Type paragraphs one, two and three separately, clearing the computer's memory following the completion of each paragraph.

Text:

There is no single formula for writing a good resume. But, all resumes tend to fall into three general formats - (1) those with step-by-step chronological formats; (2) those functional oriented, centered around accomplishment; and (3) those with a combination format, which is a blend of the chronological and functional formats. One is as good as the other, and each can be done with variations.

If your past experiences seem to point in a straight line toward the kind of job you are now seeking, the chronological approach may be used to advantage. This is the most common format, and it has the advantage of being easily adapted to application forms.

On the other hand, if your experiences have been unstructured (that is, if you have had several entirely different kinds of jobs and environments, or time gaps in your employment history) the functional or combination approach may be better. With either of these two approaches, you can combine common elements of different jobs under headings which will make sense.

PERFORMANCE CHECKLIST 125

Clear Computer Memory

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
*	1. Clear computer memory for paragraph one.		
*	2. Clear computer memory for paragraph two.		
*	3. Clear computer memory for paragraph three.		
*	4. All words were spelled correctly.		
	TOTAL POINTS EARNED =		

POINTS NEEDED FOR MASTERY = 4
TOTAL POINTS POSSIBLE = 4

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Print File

COMPETENCY NO.: 130

STUDENT WILL: Print a file three separate times, changing print default values

GIVEN: A paragraph

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review procedure for printing a file and changing the print default values in the software applications manual, located in the classroom.
2. Complete Activity Sheet 130, "Print File".
3. Print Activity Sheet 130, "Print File", for evaluation.

EVALUATION: Score 4 out of 4, or 100%, on Performance Checklist 130, "Print File".

Activity Sheet 130

PRINT FILE

Directions:

Key in the following paragraph. Print the paragraph the first time with the left margin at 12, the right margin at 62; single-spaced; a top margin of 2 and a bottom margin of 2. Print the paragraph the second time with the left margin at 12, the right margin at 72; double-spaced; a top margin of 4 and a bottom margin of 4. Print the paragraph the third time with the left margin at 10, the right margin at 80; single-spaced; a top margin of 6 and a bottom margin of 6. Refer to the software applications manual and the Performance Checklist 130, "Print File", for assistance. All words must be spelled correctly.

Text:

Cleanliness and neatness count. Dress conservatively and wear your best! Do not wear personal items like fraternity or sorority pins. You never know; the interviewer may hate frats. Dangling a Phi Beta Kappa key is A. O.K. Do not wear dark glasses. Interviewer may believe you're trying to hid something! Carry a good pen and pencil. Make certain they are in good working order. Before leaving for the interview, take a last minute check in the mirror to make sure everything is in good order. If you're a Phi Beta in Petroleum Engineering, forget all these rules. Dress any way you feel like. You will still land a good job.

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PERFORMANCE CHECKLIST 130

Print File

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Print the paragraph with the left margin at 12, the right margin at 62; single-spaced; the top margin of 2 and the bottom margin of 2.		
*	2. Print the paragraph with the left margin at 12, the right margin at 72; double-spaced; the top margin of 4 and the bottom margin of 4.		
*	3. Print the paragraph with the left margin at 10, the right margin at 80; single-spaced; the top margin of 6 and the bottom margin of 6.		
*	4. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 4
TOTAL POINTS POSSIBLE = 4

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0603

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Save, Protect, and Retrieve a File

COMPETENCY NO.: 135

STUDENT WILL: Save a file and verify the catalog, protect that same file with a password, and retrieve the file from the diskette

GIVEN: A paragarph

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for saving, protecting, and retrieving a file in the software applications manual, located in the classroom.
2. Complete Activity Sheet 135, "Save, Protect, and Retrieve a File".
3. Ask the instructor to review the monitor for evaluation.

EVALUATION: Score 6 out of 6, or 100%, on Performance Checklist 135, "Save, Protect, and Retrieve a File".

NOTE: Save each competency by your initials and the competency number (XX135), unless otherwise specified, for all remaining activities saved on your student diskette.

ACTIVITY SHEET 135

Save, Protect, and Retrieve a File

Directions:

Key in the following paragraph. Print the paragraph. Save the paragraph as ACTSPR, then verify the catalog. Protect your file with a password, then retrieve your file after saving it. Refer to the software applications manual and Performance Checklist 135, "Save, Protect, and Retrieve a File", for assistance. All words must be spelled correctly.

Text:

All across America, the results of aimless, unplanned suburban development are causing concern. Vast housing tracts spread over millions of acres of once-beautiful land. Huge shopping centers, with parking for thousands of cars, line our highways. Shopping, residential and industrial areas have been allowed to grow up around our major cities, without regard to the actual needs of the people who live and work there. Until recently, there seemed little hope that this suburban sprawl could be contained and shaped into a better environment for our burgeoning population.

NOTE: Completed competency is displayed above.

PERFORMANCE CHECKLIST 135

Save, Protect, and Retrieve a File

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Print the paragraph.		
*	2. Save the paragraph (verify the catalog) as ACTSPR.		
*	3. Protect the file.		
*	4. Clear main storage memory.		
*	5. Retrieve the file after saving it.		
*	6. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 6
TOTAL POINTS POSSIBLE = 6

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0603

PROGRAM:	Microcomputer Applications
JOB TITLE:	Wordprocessing
COMPETENCY TITLE:	Rename, Create a Backup Copy, and Delete a File
COMPETENCY NO.:	140
STUDENT WILL:	Rename, create a backup copy, and delete a file on a diskette

GIVEN: A paragraph and a diskette

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review procedure for Competency 140, "Rename, Create a Backup Copy, and Delete a File", in the software applications manual, located in the classroom.
2. Complete Activity Sheet 140, "Rename, Create a Backup Copy, and Delete a File".
3. Ask the instructor to review the monitor for evaluation

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 140, "Rename, Create a Backup Copy, and Delete a File".

HINT: Did you save your file?

ACTIVITY SHEET 140

Rename, Create a Backup Copy, and Delete a File

Directions:

Key in the following paragraph from Activity 135, "Save, Protect, and Retrieve a File". Print the paragraph, then rename the file from ACTSPR to ACTRDC. Create a backup copy of your entire student diskette onto another diskette. Delete ACTRDC on the original diskette. Refer to the software applications manual, located in the classroom, and Performance Checklist 140, "Rename, Create a Backup Copy, and Delete a File", for assistance. All words must be spelled correctly.

Text:

All across America the results of aimless, unplanned suburban development are causing concern. Vast housing tracts spread over millions of acres of once-beautiful land. Huge shopping centers, with parking for thousands of cars, line our highways. Shopping, residential and industrial areas have been allowed to grow up around our major cities, without regard to the actual needs of the people who live and work there. Until recently, there seemed little hope that this suburban sprawl could be contained and shaped into a better environment for our burgeoning population.

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PERFORMANCE CHECKLIST 140

Rename, Create a Backup Copy, and Delete a File

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Print the paragraph.		
*	2. Rename the file from ACTSPR to ACTRDC.		
*	3. Create a backup copy of ACTRDC.		
*	4. Delete ACTRDC from the diskette.		
*	5. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Fabricate All Caps

COMPETENCY NO.: 145

STUDENT WILL: Fabricate all caps on an announcement

GIVEN: An announcement.

RESOURCES: Software applications manual
Basic Typewriting Applications
South-western Publishing Co., 1983

LEARNING ACTIVITIES:

1. Review procedure for fabricating all caps in the software applications manual, located in the classroom.
2. Review procedure for keying in an announcement on pages 14 and 15 of Basic Typewriting Applications, located in the classroom.
3. Complete Activity Sheet 145, "Fabricate All Caps".
4. Print Activity Sheet 145, "Fabricate All Caps", for evaluation.

EVALUATION: Score 6 out of 6, or 100%, on Performance Checklist 145, "Fabricate All Caps".

ACTIVITY SHEET 145

Fabricate All Caps

Directions:

Key in the following announcement as it appears on this Activity Sheet 145, "Fabricate All Caps". Refer to the software applications manual, located in the classroom. All words must be spelled correctly. Print Activity Sheet 145, "Fabricate All Caps", for evaluation

Text:

ANNOUNCING
LAKE VILLA FURNITURE WAREHOUSE
Invites you to attend
THE GRAND OPENING OF THEIR STORE
September 1, 1985
9:00 a.m. to 6:00 p.m.
683 Lake Street
ANTIOCH, IL 60002

ACTIVITY SHEET 145 ANSWER

ANNOUNCING
LAKE VILLA FURNITURE WAREHOUSE
Invites you to attend
THE GRAND OPENING OF THEIR STORE
September 1, 1985
9:00 a.m. to 6:00 p.m.
683 Lake Street
ANTIOCH, IL 60002

PERFORMANCE CHECKLIST 145

Fabricate All Caps

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
*	1. ANNOUNCING is in all caps.		
*	2. LAKE VILLA FURNITURE WAREHOUSE is in all caps.		
*	3. THE GRAND OPENING OF THEIR STORE is in all caps.		
*	4. ANTIOCH, IL 60002 in in all caps.		
*	5. The entire announcement was complete and accurate.		
*	6. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 6
TOTAL POINTS POSSIBLE = 6

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Scroll Text

COMPETENCY NO.: 150

STUDENT WILL: Key in text, then scroll it to answer questions about its contents

GIVEN: A report

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for scrolling the text in the software applications manual, located in the classroom.
2. Complete Activity Sheet 150, "Scroll Text".
3. Practice scrolling while completing Activity Sheet 150, "Scroll Text".
4. Complete Test 150, "Scroll Text".

EVALUATION: Score 5 out of 5, or 100%, on Test 150, "Scroll Text".

ACTIVITY SHEET 150

Scroll Text

Directions:

Key in the report. All words must be spelled correctly. Save for practice the file as ACT145, "Scroll Text". When you finish keying in the report, practice scrolling the text, referring to the software applications manual, located in the classroom, for assistance with scrolling. Answer questions on Test 150, "Scroll Text", by scrolling this text for evaluation.

Text:

PLANNED UNIT DEVELOPMENTS

The title of this paper is Planned Unit Development. One might ask what is a planned unit development; what does it do; and, who cares about it? The one major question that would be asked is, what impact does a planned unit development have on society and its social groups?

Let us, at this time, answer the above questions. For the purpose of this paper, a good working definition of a planned unit development will be any housing development that is governed by government policies. The governing agency may stem from local to federal levels. An example of such regulations may be zoning or building ordinances. From this point on, the phrase Planned Unit Development will be termed as P.U.D.

What does a P.U.D. do; or, more correctly, what should it do? It should provide housing for people with all levels of income, in an area that is capable of handling all their wants and needs. These wants and needs may be social or cultural.

Who cares about a P.U.D.? It would seem at this time everyone does. Big business has a prime concern in this area. Urban and rural communities are extremely interested in the planning and development of P.U.D.

It would be a most opportune time to describe the scope of this paper. I will not attempt to describe every housing problem, nor will I attempt to describe a panacea for the national housing problem. The purpose of this paper is to inform the reader that there is a housing problem. The housing problem deals with more than the appropriations of monies.

TEST 150

Scroll Text

Scroll the text to find the answers to these questions.

CIRCLE the correct answer.

1. What does P.U.D. stand for
   - A. product of urban development
   - B. provide urban development
   - C. planned unit development
2. The governing agency of a planned unit development can be either
   - A. business or public
   - B. local or federal
   - C. rich or poor
3. ___________ business has a prime concern in P.U.D.
   - A. Big
   - B. Small
   - C. All
4. A good working definition of a planned unit development is
   - A. all housing developments that business owns
   - B. any housing development that is governed by government policies
   - C. any housing development that is governed by an individual
5. Which two communities are extremely interested in the planning and development of P.U.D.
   - A. urban and rural communities
   - B. business and government communities
   - C. state and federal communities

TEST 150 ANSWERS

Scroll Text

1. C
2. B
3. A
4. B
5. A

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Set and Purge Tabs

COMPETENCY NO.: 155

STUDENT WILL: Set and purge tabs and design a simple table

GIVEN: Tab settings and a table

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for setting and purging tabs in the software applications manual, located in the classroom.
2. Complete Activity Sheet 155, "Set and Purge Tabs".
3. Print Activity Sheet 155, "Set and Purge Tabs", for evaluation.

EVALUATION: Score 3 out of 3, or 100%, on Performance Checklist 155, "Set and Purge Tabs".

ACTIVITY SHEET 155

Set and Purge Tabs

Directions:

Purge all tabs. Then set tabs at 10, 20, 40 spaces from the left margin. Type the simple table, beginning at the left margin. Print for evaluation.

NOTE: Make sure to end each line by returning, and tab to each column.

Text:

Green	Tree	Oak	20.00
Yellow	Bush	Privet	7.00
Blue	Tree	Spruce	9.00
Red	Bush	Thorns	12.50

NOTE: Completed competency is displayed above.

PERFORMANCE CHECKLIST 155

Set and Purge Tabs

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Tabs are set at 10, 20, and 40 spaces from the left margin.		
*	2. All columns are aligned at the place of the tabs.		
*	3. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 3
TOTAL POINTS POSSIBLE = 3

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Indent a Paragraph

COMPETENCY NO.: 160

STUDENT WILL: Key in the text with indented paragraphs

GIVEN: The text with indented paragraphs

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for indenting paragraphs in the software applications manual, located in the classroom.
2. Perform Activity Sheet 160, "Indent a Paragraph".
3. Print Activity Sheet 160, "Indent a Paragraph", for evaluation.

EVALUATION: Score 4 out of 4, or 100%, on Performance Checklist 160, "Indent a Paragraph".

ACTIVITY SHEET 160

Indent a Paragraph

Directions:

Key in the three paragraphs. Indent paragraphs one, two and three by five spaces, using the tab key. All words must be spelled correctly. Save the file as Activity 160, "Indent a Paragraph". Print the file for evaluation.

Text:

There are many reasons for being in the job market or planning to be. Each requires its own kind of preparation -- physical as well as psychological. One aspect is true in every situation and for all people about to change employment: they want to be sure the next move will be the right one, to the extent possible, in all ways.

Thorough, objective, and realistic preparation, both for the search and the interviews that follow, are the best assurance of achieving successful results. While this statement appears to be both obvious and elementary, too few job seekers follow it through. Hence, some of the aids that follow -- a do and don't list -- plus an interview checklist -- might be useful.

If you have a problem talking about yourself in an interview, try to think of yourself in the third person. It is often easier to assess another individual objectively and impersonally; to recite this person's assets or explain his liabilities. Then, after you have check off all the pertinent data, you can revert back to the first person during the interview.

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PERFORMANCE CHECKLIST 160

Indent a Paragraph

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Paragraph one is indented 5 spaces.		
*	2. Paragraph two is indented 5 spaces.		
*	3. Paragraph three is indented 5 spaces.		
*	4. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 4
TOTAL POINTS POSSIBLE = 4

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Copy a File onto Another Diskette

COMPETENCY NO.: 165

STUDENT WILL: Copy a file onto a blank diskette

GIVEN: A file and a blank diskette

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for copying a file onto a blank diskette in the software applications manual, located in the classroom.
2. Complete Activity Sheet 165, "Copy a File onto Another Diskette".
3. Complete Activity Sheet 165.1, "Copy a File onto Another Diskette".
4. Ask the instructor to review the monitor for evaluation.

EVALUATION: Score 2 out of 2, or 100%, on Performance Checklist 165, "Copy a File onto Another Diskette".

ACTIVITY SHEET 165

Copy a File onto Another Diskette

Directions:

Load in the file from Activity 155, "Set and Purge Tabs". Copy the file onto the blank disette. (Make sure the blank diskette is formatted for your computer.) Save the file, verify the catalog, and ask the instructor to review the monitor for evaluation.

Text:

Green	Tree	Oak	20.00
Yellow	Bush	Privet	7.00
Blue	Tree	Spruce	9.00
Red	Bush	Thorns	12.50

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ACTIVITY SHEET 165.1

Copy a File onto Another Diskette

Directions:

Load in the file from Activity 145, "Fabricate All Caps". Copy the file onto the blank diskette. (Make sure the blank diskette is formatted for your computer.) Save the file, verify the catalog, and ask the instructor to review the monitor for evaluation.

Text:

ANNOUNCING
LAKE VILLA FURNITURE WAREHOUSE
Invites you to attend
THE GRAND OPENING OF THEIR STORE
September 1, 1985
9:00 a.m. to 6:00 p.m.
683 Lake Street
ANTIOCH, IL 60002

PERFORMANCE CHECKLIST 165

Copy a File onto Another Diskette

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. File Activity 165, "Copy a File onto Another Diskette", on the blank diskette.		
*	2. File Activity 165, "Copy a File onto Another Diskette", in the catalog of the blank diskette.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 2
TOTAL POINTS POSSIBLE = 2

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PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM:	Microcomputer Applications
JOB TITLE:	Wordprocessing
COMPETENCY TITLE:	Justify Text
COMPETENCY NO.:	170
STUDENT WILL:	Justify a paragraph: right and center

GIVEN: A paragraph

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for justifying text in the software applications manual, located in the classroom.
2. Complete Activity Sheet 170, "Justify Text".
3. Print Activity Sheet 170, "Justify Text", for evaluation.

EVALUATION: Score 3 out of 3, or 100%, on Performance Checklist 170, "Justify Text".

ACTIVITY SHEET 170

Justify Text

Directions:

Key in the following paragraph. Print paragraph one right justified. Print paragraph two center justified as it is typed below. Refer to the software applications manual and Performance Checklist 170, "Justify Text," for assistance.

Text:

Arranging for telephone service today involves more choices than it once did. But, because you have more options in telecommunications equipment wiring and installation, and long distance calling, you have more flexibility than ever in tailoring your telephone service to your needs, preferences and budget. Even so, establishing or changing your telephone service today is only slightly different than it used to be. You begin with a call to your business or residence service representative.

Arranging for telephone service
today involves making
more choices than it once did.
But, because you have more options in
telecommunications equipment wiring and installation,
and long distance calling, you have more
flexibility than ever in tailoring your telephone
service to your needs, preferences and budget. Even
so, establishing or changing your telephone
service today is only slightly different than it
used to be. You begin with a call to your
business or service representative.

ACTIVITY SHEET 170 ANSWERS

Justify Text

Right Justified:

Arranging for telephone service today involves making more choices than it once did. But, because you have more options in telecommunications equipment wiring and installation, and long distance calling, you have more flexibility than ever in tailoring your telephone service to your needs, preferences and budget. Even so, establishing or changing your telephone service today is only slightly different than it used to be. You begin with a call to your business or residence service representative.

Center Justified:

Arranging for telephone service
today involves making
more choices than it once did.
But, because you have more options in
telecommunications equipment wiring and installation,
and long distance calling, you have more
flexibility than ever in tailoring your telephone
service to your needs, preferences and budget. Even
so, establishing or changing your telephone
service today is only slightly different than it
used to be. You begin with a call to your
business or residence service representative.

PERFORMANCE CHECKLIST 170

Justify Text

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Paragraph is right justified.		
*	2. Paragraph is center justified.		
*	3. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 3
TOTAL POINTS POSSIBLE = 3

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Enter Embedded Commands in Text

COMPETENCY NO.: 175

STUDENT WILL: Enter embedded commands in a report

GIVEN: A report

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for entering embedded commands in the text in the software applications manual, located in the classroom.
2. Complete Activity Sheet 175, "Enter Embedded Commands in Text".
3. Print Activity Sheet 175, "Enter Embedded Commands in Text", for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 175, "Enter Embedded Commands in Text".

ACTIVITY SHEET 175

Enter Embedded Commands in Text

Directions:

Key in the following text with embedded commands. Refer to the software applications manual and Performance Checklist 175, "Enter Embedded Commands in Text", for assistance. The title is to be centered; paragraphs one and three are to be double-spaced; and paragraph two is to be indented 5 spaces from both left and right margins. All words must be spelled correctly.

Text:

ORDERING OPTIONAL SERVICES

When placing your order for basic telephone service, which includes a telephone number, dial tone, and a local monthly calling plan, you will be asked if you would like Illinois Bell to provide other optional telephone services, such as:

> Custom Calling Services—With Custom Calling Services your phone becomes more versatile. For a monthly lfee, you can have Call Forwarding, Call Waiting, Three-Way Calling or Speed Calling. Check with your service representative to see if these services are available in your area.

If you decide you'd like an optional service, it's best to order it with your basic service. You'll avoid a second service ordering charge if you place both orders at the same time.

ACTIVITY SHEET 175 ANSWERS

Enter Embedded Commands in Text

ORDERING OPTIONAL SERVICES

When placing your order for basic telephone service, which includes a telephone number, dial tone, and a local monthly calling plan, you will be asked if you would like Illinois Bell to provide other optional telephone services, such as:

> Custom Calling Services—With Custom Calling Services your phone becomes more versatile. For a monthly lfee, you can have Call Forwarding, Call Waiting, Three-Way Calling or Speed Calling. Check with your service representative to see if these services are available in your area.

If you decide you'd like an optional service, it's best to order it with your basic service. You'll avoid a second service ordering charge if you place both orders at the same time.

PERFORMANCE CHECKLIST 175

Enter Embedded Commands in Text

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Title is centered.		
*	2. Paragraph one is double-spaced.		
*	3. All of paragraph two is indented 5 spaces from the left and the right margins.		
*	4. Paragraph three is double-spaced.		
*	5. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Underline, Overstrike, and Boldface Text

COMPETENCY NO.: 180

STUDENT WILL: Underline, overstrike, and boldface specific words in a paragraph

GIVEN: A paragraph

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure to underline, overstrike, and boldface text in the software applications manual, located in the classroom.
2. Complete Activity Sheet 180, "Underline, Overstrike, and Boldface Text".
3. Print Activity Sheet 180, "Underline, Overstrike, and Boldface Text", for evaluation.

EVALUATION: Score 7 out of 7, or 100%, on Performance Checklist 180, "Underline, Overstrike, and Boldface Text".

ACTIVITY SHEET 180

Underline, Overstrike, and Boldface Text

Directions:

Key in the following paragraph. Underline "obtaining your telephones" and "ringer equivalency number (re#)" in the paragraph. Overstrike "obtaining your telephones" and "ringer equivalency number (re#)" in the paragraph. Boldface "obtaining your telephones" and "ringer equivalency number (re#)" in the paragraph. Refer to the software applications manual and Performance Checklist 180, "Underline, Overstrike, and Boldface Text", for assistance. Print for evaluation. All words must be spelled correctly.

Text:

OBTAINING YOUR TELEPHONES

You can purchase your telephones from any supplier, but be sure the telephones carry the approved Federal Communications Commission certification. Each certified phone has a RINGER EQUIVALENCY NUMBER (RE#) and a registration number which you must report to your service representative. We use this information to help us guage the results of our repair service tests when you report trouble with your phone service.

NOTE: Answers may vary, depending upon the software being used.

PERFORMANCE CHECKLIST 180

Underline, Overstrike, and Boldface Test

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Underline OBTAINING YOUR TELEPHONES.		
*	2. Underline RINGER EQUIVALENCY NUMBER (RE#).		
*	3. Overstrike OBTAINING YOUR TELEPHONES.		
*	4. Overstrike RINGER EQUIVALENCY NUMBER (RE#).		
*	5. Boldface OBTAINING YOUR TELEPHONES.		
*	6. Boldface RINGER EQUIVALENCY NUMBER (RE#).		
*	7. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 7
TOTAL POINTS POSSIBLE = 7

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Perform Number Drills

COMPETENCY NO.: 185

STUDENT WILL: Key in numbers and symbols

GIVEN: Number and symbol drills

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for entering numbers and symbol keys in the software applications manual, located in the classroom.
2. Complete Activity Sheet 185, "Perform Number Drills."
3. Practice keying in numbers and symbols on Activity Sheet 185.1, "Perform Number Drills."
4. Complete Test 185, "Perform Number Drills," and print for evaluation.
5. Refer to Performance Checklist 185, "Perform Number Drills," for final evaluation.

EVALUATION: Score 20 out of 20, or 100%, on Performance Checklist 185, "Perform Number Drills".

NOTE: It may be necessary to replace "¢" with "^" on some computers.

ACTIVITY SHEET 185

Perform Number Drills

Directions:

Practice keying in number and symbol keys.

Text:

ss 22 The 22 boys brought 22 gloves, 22 balls, and 22 bats.
222 s2s2s s2s The 22 men got 22 tickets for the 2:22 train.
;;; ;@; ;@; ;@; ;;; @¢@ ;@; ;@; as in 21 @ 20@ equals 4.20.

dd 33 They gave me 33 boxes of the 33 kinds of No. 33 tape.
333 d3d3d d3d The 33 boys had 33 books with 33 stamps each.
ddd ded de3 de3 d3d d3# d#d d#d in #1 and #2 and #3 and #4.

ff 44 Bingo game No. 44 had 44 players and paid 44 dollars.
444 f4f4f f4f The 44 dogs had 44 collars with 44 gold tags.
fff frf fr4 fr4 f4f f4$ f$f f$f in $1 and $2 and $3 and $4.

ff 55 Car 55 comes out of the 55th Precinct on 55th Street.
555 f5f5f f5f The 55 men checked 55 references in 55 books.
fff frf fr4 fr4 f4f f4$ f$f f$f in $1 and $2 and $3 and $4.

jj 66 I drove on Route 66 for 66 miles at 66 miles an hour.
666 j6j6j j6j The 66 tests were for 66 girls in 66 classes.
;;; ;¢; ;¢; ;¢; ;;; ;¢@ ;@; ;@; as in 21 @ 20¢ equals 4.20.

jj 77 No. 7 showed 77 times for No. 77 and for 777 dollars.
777 j7j7j j7j The 77 cars averaged 77.7 mph for 77 minutes.
jjj juj ju7 ju7 j7j j7& j&j j&j in A&P, in T&T, and in S&D.

kk 88 club 88, on 88th, has 88 members paying 88 per month.
888 k8k8k k8k The 88 pianists pounded 88 keys on 88 pianos.
kkk kik ki8 ki8 k8k k8* k*k k*k in it's, hadn't, and can't.

ll 999 When adding 9.99, and 999, the sum can't be a 9,999.
999 l9l9l l9l The 99th Regiment sent 99 men for 99 parades.
lll lo9 lo(l(l ;;; ;p0 ;0) ;); in (a), in (b), and in (c).

;; 00 Figures like 010, 0010, and 00010 are just simply 10.
000 ;0;0; ;0; The 100 girls had scores between 100 and 110.
00 ;0; They saw 10 or more on Islands No. 10, 100, and 110.

ACTIVITY SHEET 185.1

Perform Number Drills

Directions:

Practice keying in the following numbers for final evaluation. Print.

Text:

44410 66 12 54 12 34 12 56 19 75 18 67 17 71 19 98
1287 71 56 23 11 84 14 38 71 67 98 42 31 46 78 91
180 568 432 778 955 766 422 377 348 568 960 761 14
1982 1741 3467 8367 3083 3481 5671 7845 3324 7877

55 70 85 74 25 72 40 91 87 42 37 56 86 64 37 20 91
608 202 108 104 382 919 794 396 978 948 793 276 14
300 7145 1479 1761 2387 2385 2387 4587 7658 3754
7080 8191 7658 4791 3497 2306 2378 6571 6531 4391

666 202 495 939 917 617 209 759 810 226 387 547 18
7467 6610 8823 6634 9181 7653 9836 9810 8723 4567
859516 323 647 928 505 404 319 779 103 378 989 178
979 044 567 404 719 339 281 765 378 297 387 141 65

777 765 567 404 008 820 051 171 719 989 378 824 17
81 21 49 38 65 87 43 91 01 71 85 34 45 81 91 01 45
730 797 908 387 815 915 878 630 365 389 870 780 87
9430 1251 8723 2599 7991 2362 4820 8411 8711 3466

TEST SHEET 185

Perform Number Drills

DIRECTIONS:

Practice keying in the following number and symbol keys for final evaluation.

TEXT:

22 s2s Each of the 22 men got 2 copies of the 22-page book.
jjj ju6 j6¢ j¢j sss sw2 s2@ s@s as in 21 @ 20¢ equals 4.20.
We use ¢ to express cents; and @ to express at, or rate of.

33 d3d The 33 bcys in Camp 3 got 3 daily meals for 33 days.
Two pounds may be typed 2#, and Number Two may be typed #2.
Mr. Wilson, 39# of #47; and Mr. Martin, 47# of #56 or #156.

44 f4f Of the 4,444 men, 44 bought seats on the 4:44 train.
The percent sign, %, is typed after the figures; as, 1.55%.
at 28% and 47% and a group median at 39%, we were informed.

55 f5f The 55 men in Squadron 5 had accrued 55 day's leave.
The dollar sign, $, is typed before the figures; as, $1.00.
for $39.47, and Joe received one for $56.00, last Saturday.

66 j6j Project 666 was done by 66 men in each of 6 classes.
jjj jy6 j6¢ j¢j sss sw2 s2@ s@s as in 21 @ 20¢ equals 4.20.
We use ¢ to express cents; and @ to express at, or rate of.

77 j7j They need 77 coats, 77 hats, and 77 kits in Camp 77.
The ampersand, &, is used in firm names; as, Blake & Smith.
goods from Hart & Hill, Gay & Wilson, and Benjamin & White.

88 k8k The 8th Group bought 888 boxes of No. 88 ammunition.
The apostrophe, ', shows possession, too: boys' and boy's.
to attend the '60 convention as his party's leader's guide!

99 l9l You will never get 9,999 by adding 9 and 99 and 999.
The parentheses, (), are (1) very neat and (2) easily used.
The applicant must be (a) neat in appearance, (b) a leader.

00 ;0; They saw 10 or more on Islands No. 10, 100, and 110.
skillful in typing, and (c) experienced in office routines.
lll lo9 lo(l(l ;;; ;p0 ;0) ;); in (a), in (b), and in (c).

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PERFORMANCE CHECKLIST 185

Perform Number Drills

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. 1 is keyed in correctly.		
*	2. ! is keyed in correctly.		
*	3. 2 is keyed in correctly.		
*	4. @ is keyed in correctly.		
*	5. 3 is keyed in correctly.		
*	6. # is keyed in correctly.		
*	7. 4 is keyed in correctly.		
*	8. $ is keyed in correctly.		
*	9. 5 is keyed in correctly.		
*	10. % is keyed in correctly.		
*	11. 6 is keyed in correctly.		
*	12. ¢ is keyed in correctly. (On some computers "^".)		
*	13. 7 is keyed in correctly.		
*	14. & is keyed in correctly.		
*	15. 8 is keyed in correctly.		
*	16. * is keyed in correctly.		
*	17. 9 is keyed in correctly.		
*	18. (is keyed in correctly.		
*	19. 0 is keyed in correctly.		
*	20.) is keyed in correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 20
TOTAL POINTS POSSIBLE = 20

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Key in a Table Format

COMPETENCY NO.: 190

STUDENT WILL: Key in a table format

GIVEN: A table

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for keying in a table in the software applications manual, located in the classroom.
2. Complete Activity Sheet 190, "Key in a Table Format".
3. Print Activity Sheet 190, "Key in a Table Format", for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 190, "Key in a Table Format".

ACTIVITY SHEET 190

Key in a Table Format

Directions:

Key in the following table. Refer to the software applications manual for assistance. Refer to Performance Checklist 190, "Key in a Table Format".

Center the main heading, double-space the table, center the columnar headings, and underline the columnar headings; leave four spaces between columns. All words must be spelled correctly. Print the report when finished and return to the instructor for evaluation.

Text:

QUARTERLY SALES REPORT

(Period Ending March 30, 1985)

Salesperson	Department	Sales	Department Number
Susan Schieder	Clothing	973.98	78
Karl Kidd	Sporting Goods	3,274.07	10
Terry Tenspeed	Hardware	1,986.10	63
Elizabeth Howard	Infants	861.00	55
Jean Bluew	Cosmetics	4,331.31	9
Bart Bartkowski	Lingerie	2,745.62	47
Mark Speedy	Furniture	8,522.74	100
Emily Sing	Toys	998.73	25

NOTE: The completed competency demonstrates the answer.

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PERFORMANCE CHECKLIST 190

Key in a Table Format

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Center the main heading.		
*	2. Double-space the table.		
*	3. Underline the columnar headings.		
*	4. Center the columnar headings.		
*	5. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Key in a Memorandum

COMPETENCY NO.: 195

STUDENT WILL: Key in a memorandum

GIVEN: Unarranged information

RESOURCES: Software applications manual
Basic Typewriting Applications.
South-Western Publishing Co., 1981, Ref. Page 1X

LEARNING ACTIVITIES:

1. Review the procedure for keying in a memorandum on page 62 of Basic Typewriting Applications, located in the classroom.
2. Complete Activity Sheet 195, "Key in a Memorandum".
3. Print Activity Sheet 195, "Key in a Memorandum", for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 195, "Key in a Memorandum".

ACTIVITY SHEET 195

Key in a Memorandum

Directons:

Key in this memorandum and refer to Basic Typewriting Applications, located in the classroom, for assistance. All words must be spelled correctly. Print the memorandum for evaluation.

Text:

TO: Gordon Lynn
David Moore
Marie Murphy
FROM: Barbara Macy, Agent
DATE: (current date)
SUBJECT: HOSPITALIZATION INSURANCE

Thanks for sparing the time to talk with me today. I hope that I was able to clarify the questions you had.

Enclosed is the proposal I promised to send you regarding hospitalization insurance. Please compare this with your present plan, as I am almost positive we can save you money. Also, when you have your hospitalization with us, you have the added benefit of knowing who your agent is, and help is nearby when you have a claim and need assistance in filling out the papers.

After you have read the proposals, I will contact you to set up an appointment to go over this in detail. If I may be of further assistance to you, please feel free to give me a call at 555-3601.

sdb

Enclosure

PERFORMANCE CHECKLIST 195

Key in a Memorandum

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The top margin is 1½".		
*	2. The side margin is 1".		
*	3. The subject line is all caps.		
*	4. Alphabetic rank for the names in the memo.		
*	5. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Correct a Memorandum Using Proofreading Marks

COMPETENCY NO.: 200

STUDENT WILL: Correct a memorandum using proofreading marks

GIVEN: Arranged information

RESOURCES: Software applications manual
Basic Typewriting Applications,
South-Western Publishing Co., 1983

LEARNING ACTIVITIES:

1. Review the procedure on pages 62 and 16, respectively, for keying in a memorandum and proofreading marks of Basic Typewriting Applications, located in the classroom.
2. Complete Activity Sheet 200, "Correct a Memorandum Using Proofreading Marks".
3. Print Activity Sheet 200, "Correct a Memorandum Using Proofreading Marks".
4. Complete Test 200, "Correct a Memorandum Using Proofreading Marks".

EVALUATION: Score 9 out of 9, or 100%, on Test 200, "Correct a Memorandum Using Proofreading Marks".

ACTIVITY SHEET 200

Correct a Memorandum Using Proofreading Marks

Directions:

Familarize yourself with the proofreading marks on page 16 of Basic Typewriting Applications. Correct the memorandum as indicated on Activity Sheet 200, "Correct a Memorandum Using Proofreading Marks". Print Activity Sheet 200, "Correct a Memorandum Using Proofreading Marks", for evaluation.

Text:

November 27, 1984

Dick Allan
John Birch
Susan Kelly

Life Insurance

#

According tomy records, you will soon be celebrating a birthday. Let me be the first to extend best wishes; and remind you that with each birthday, the premium for new life insurance goes up.

[illegible]

So, if you have been thinking about reviewing your current life insurance program, or if you have already decided that you need additional life insurance, now is the time to do something about it...before prices go up.

Central Insurance

As you might expect, ~~we have~~ has a complete line of up-to-date life insurance policies...one that is sure to fit your needs and budget. Give it some serious thought. If I can be of service, stop by my office or give me a call at 999-9904.

Joan Johannson/Agent

sdb

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ACTIVITY SHEET 200 ANSWER

Correct a Memorandum Using Proofreading Marks

November 27, 1984

Dick Allan
John Birch
Susan Kelly

Life Insurance

According to my records, you soon will be celebrating a birthday. Let me be the first to extend best wishes, and remind you that with each birthday, the premium for new life insurance goes up. So, if you have been thinking about reviewing your current life insurance program, or if you have already decided that you need additional life insurance, now is the time to do something about it...before prices go up.

As you might expect, Central Insurance has a complete line of up-to-date life insurance policies...one that is sure to fit your needs and budget. Give it some serious thought. If I can be of service, stop by my office or give me a call at 999-9904.

Joan Johannson
Agent

sdb

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TEST 200

Correct a Memorandum Using Proofreading Marks

MATCH correctly the following items.

_____ 1. transpose

_____ 2. delete

_____ 3. insert comma

_____ 4. capitalization

_____ 5. add space

_____ 6. move left

_____ 7. close up

_____ 8. move right

_____ 9. insert

A. #

B. cap. or ≡

C. ⁐

D. /

E. ∧

F. ∧,

G. ⊏

H. ⊐

I. tr or ∽

J. ( )

TEST 200 ANSWERS

Correct a Memorandum Using Proofreading Marks

1. I
2. D
3. F
4. B
5. A
6. G
7. C
8. H
9. E

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Key in a Modified Block Style Letter with Indented Paragraphs

COMPETENCY NO.: 205

STUDENT WILL: Key in a modified block style letter with indented paragraphs

GIVEN: Unarranged information

RESOURCES: Software applications manual
Basic Typewriting Applications,
South-Western Publishing Co., 1983

LEARNING ACTIVITIES:

1. Review the procedure for keying in a modified block style letter with indented paragraphs on page 47, Basic Typewriting Applications, located in the classroom.
2. Complete Activity Sheet 205, "Key in a Modified Block Style Letter with Indented Paragraphs".
3. Print Activity Sheet 205, "Key in a Modified Block Style Letter with Indented Paragraphs", for evaluation

EVALUATION: Score 8 out of 8, or 100%, on Performance Checklist 205, "Key in a Modified Block Style Letter with Indented Paragraphs".

ACTIVITY SHEET 205

Key in a Modified Block Style Letter with Indented Paragraphs

Directions:

Key in this letter and refer to Performance Checklist 205, "Key in a Modified Block Style Letter with Indented Paragraphs", for assistance.

Text:

November 27, 1984 William Roberts 13033 First Avenue Lake Villa, IL 60046 Dear Mr. Roberts

Perhaps you will be interested to know that Central Insurance has available an attractive "Hospital-Surgical" policy for individuals or families not covered by any other health insurance. We also provide a "Hospital Income" plan that can help offset expenses not covered under group plans, and it makes this policy a good supplement to group insurance.

Also, our "Short-Term Hospital-Surgical" is available to 60, 90, or 120 days, to persons temporarily unemployed or between jobs.

Finally, in conjunction with the Hospital-Surgical policy, our new Catastrophic Medical Expense Rider is available for protection against the medical expenses that can result from a long-term illness or serious injury.

For more information, please call me at 555-1211, or fill out and return the enclosed card.

Sincerly yours John Jenson Central Insurance agent sdb Enclosure

ACTIVITY SHEET 205 ANSWER

Key in a Modified Block Style Letter with Indented Paragraphs

November 27, 1984

Mr. William Roberts
13033 First Avenue
Lake Villa, IL 60046

Dear Mr. Roberts

Perhaps you will be interested to know that Central Insurance has available an attractive "Hospital-Surgical" policy for individuals or families not covered by any other health insurance. We also provide a "Hospital Income" plan that can help offset expenses not covered under group plans, and it makes this policy a good supplement to group insurance.

Also, our "Short-Term Hospital-Surgical" is available for 60, 90, or 120 days, to persons temporarily unemployed or between jobs.

Finally, in conjunction with the Hospital-Surgical policy, our new Catastrophic Medical Expense Rider is available for protection against the medical expenses that can result from a long-term illness or serious injury.

For more information, please call me at 555-1211, or fill out and return the enclosed card.

Sincerely yours

John Jenson
Central Insurance agent

sdb

Enclosure

PERFORMANCE CHECKLIST 205

Key in a Modified Block Style Letter with Indented Paragraphs

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The date is at the horizontal center.		
*	2. The inside address is at the left margin.		
*	3. The salutation is at the left margin.		
*	4. The body of the letter has indented paragraphs.		
*	5. The complimentary close is at the horizontal center.		
*	6. Keyed in the name of writer at the horizontal center.		
*	7. The title is at the horizontal center.		
*	8. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 8
TOTAL POINTS POSSIBLE = 8

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Key in a Modified Block Style Letter with Blocked Paragraphs and Open Punctuation

COMPETENCY NO.: 210

STUDENT WILL: Key in a modified block style letter with blocked paragraphs and open punctuation

GIVEN: Unarranged information

RESOURCES: Software applications manual
Basic Typewriting Applications,
South-Western Publishing Co., 1983

LEARNING ACTIVITIES:

1. Review the procedure for keying in a modified block style letter with blocked paragraphs and open punctuation on pages 46 and 47, Basic Typewriting Applications, located in the classroom.
2. Complete Activity Sheet 210, "Key in a Modified Block Style Letter with Blocked Paragraphs and Open Punctuation".
3. Print Activity Sheet 210, "Key in a Modified Block Style Letter with Blocked Paragraphs and Open Punctuation", for evaluation.

EVALUATION: Score 9 out of 9, or 100%, on Performance Checklist 210, "Key in a Modified Block Style Letter with Blocked Paragraphs and Open Punctuation".

ACTIVITY SHEET 210

Key in a Modified Block Style Letter with Blocked Paragraphs and Open Punctuation

Directions:

Key in this letter and refer to Performance Checklist 210, "Key in a Modified Block Style Letter with Blocked Paragraphs and Open Punctuation", for assistance.

Text:

November 27, 1984 Arlyn Poppin 839 Grand Avenue Waukegan, Il 60085 Dear Mrs. Poppin

Our records indicate your insurance is about to lapse. Did you possibly overlook it or perhaps not receive a notice?

If there is a problem with the mail service, please let me know so I can take the necessary steps to insure your continued coverage.

Thank you for your loyalty, and if I can be of any further service feel free to give me a call. Sincerely yours Frank Farmer, Agent sdb

ACTIVITY SHEET 210 ANSWER

Key in a Modified Block Style Letter with Blocked Paragraphs and Open Punctuation

November 27, 1984

Arlyn Poppin
839 Grand Avenue
Waukegan, IL 60085

Dear Mrs. Poppin

Our records indicate your insurance is about to lapse. Did you possibly overlook it or perhaps not receive a notice?

If there is a problem with the mail service, please let me know so I can take the necessary steps to insure your continued coverage.

Thank you for your loyalty, and if I can be of any further service feel free to give me a call.

Sincerely yours

Frank Farmer, agent

sdb

PERFORMANCE CHECKLIST 210

Key in a Modified Block Style Letter with Blocked Paragraphs and Open Punctuation

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The date is at the horizontal center.		
*	2. The inside address is at the left margin.		
*	3. The salutation is at the left margin.		
*	4. The body of the letter has blocked paragraphs.		
*	5. The complimentary close is at the horizontal center.		
*	6. The letter is punctuated correctly; i.e., there is no punctuation after either the salutation or the complimentary close.		
*	7. The writer's name is keyed in at the horizontal center.		
*	8. The title is at the horizontal center.		
*	9. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 9
TOTAL POINTS POSSIBLE = 9

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Word Processing

COMPETENCY TITLE: Key in a Block Style Letter with Mixed Punctuation

COMPETENCY NO.: 215

STUDENT WILL: Key in a block style letter with mixed punctuation

GIVEN: Unarranged information

RESOURCES: Software applications manual
Basic Typewriting Applications,
South-Westrn Publishing Co., 1983

LEARNING ACTIVITIES:

1. Review the procedure for keying in a block style letter with mixed punctuation on pages 46 and 47, Basic Typewriting Applications, located in the classroom.
2. Complete Activity Sheet 215, "Key in a Block Style Letter with Mixed Punctuation".
3. Print Activity Sheet 215, "Key in a Block Style Letter with Mixed Punctuation", for evaluation.

EVALUATION: Score 10 out of 10, or 100%, on Performance Checklist 215, "Key in a Block Style Letter with Mixed Punctuation".

ACTIVITY SHEET 215

Key in a Block Style Letter with Mixed Punctuation

Directions:

Key in this letter and refer to Performance Checklist 215, "Key in a Block Style Letter with Mixed Punctuation", for assistance.

Text:

November 27, 1984 Bonita Rodriguez 282 Pine Street Chicago, IL 60612 Dear Ms. Rodriguez

If your home is not insured by Central Insurance, you could be paying more than you need to for your homeowners insurance.

With Central Insurance, you can get all the protection you will probably ever need for your home and contents. And, probably at less cost than homeowners insurance from most other companies.

Why not let me know when your present policy expires, and I will contact you before that date and give you facts and figures on a Central Insurance Homeowners policy. There will be no obligation.

I think you will be pleasantly surprised with what we can offer. And, if you decide to change to Central Insurance, I will handle all the details.

Call me soon, or return the enclosed postage-paid card, with your policy's expiration date. You will be glad you did! Truly yours Robert Stanley, President sdb Enclosure

ACTIVITY SHEET 215 ANSWER

Key in a Block Style Letter with Mixed Punctuation

November 27, 1984

Bonita Rodriguez
282 Pine Street
Chicago, IL 60612

Dear Ms. Rodriguez:

If your home is not insured by Central Insurance, you could be paying more than you need to for your homeowners insurance.

With Central Insurance, you can get all the protection you will probably ever need for your home and contents. And, probably at less cost than homeowners insurance from most other companies.

Why not let me know when your present policy expires, and I will contact you before that date and give you facts and figures on a Central Insurance Homeowners policy. There will be no obligation.

I think you will be pleasantly surprised with what we can offer. And, if you decide to change to Central Insurance, I will handle all the details.

Call me soon, or return the enclosed postage-paid card, with your policy's expiration date. You will be glad you did!

Truly yours,

Robert Stanley
President

sdb

Enclosure

PERFORMANCE CHECKLIST 215

Key in a Block Style Letter with Mixed Punctuation

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
*	1. The date is at the left margin.		
*	2. The inside address is at the left margin.		
*	3. The salutation is at the left margin.		
*	4. There is a colon after the salutation.		
*	5. The body of the letter is at the left margin.		
*	6. The complimentary close is at the left margin.		
*	7. There is a comma after the complimentary close.		
*	8. Writer's name is keyed in at the left margin.		
*	9. The title is at the left margin.		
*	10. All words are spelled correctly.		

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TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 10
TOTAL POINTS POSSIBLE = 10

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Hold Spaces Between Words

COMPETENCY NO.: 220

STUDENT WILL: Hold spaces between certain words in a paragraph

GIVEN: A paragraph

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedures for holding spaces between words in the software applications manual, located in the classroom.
2. Complete Activity Sheet 220, "Hold Spaces Between Words".
3. Print Activity Sheet 220, "Hold Spaces Between Words", for evaluation.

EVALUATION: Score 8 out of 8, or 100%, on Performance Checklist 220, "Hold Spaces Between Words".

ACTIVITY SHEET 220

Hold Spaces Between Words

Directions:

Key in the following text. Do not separate telephone numbers; first and last names of a person; city, state, and zip codes of an address; or day, month, and year of a date. Refer to your software applications manual, located in the classroom, or Performance Checklist 220, "Hold Spaces Between Words", for assistance. Print Activity 220, "Hold Spaces Between Words", for evaluation. All words must be spelled correctly.

Text:

Surprise! Congratulations, Dee Ann Smith, you are the lucky winner of our grand prize. We needed to find specific people that graduated from high school between June 15, 1980 and June 15, 1981. People living in Cleveland, Ohio and Chicago, Illinois were needed, also. Cleveland, Ohio 61660 and Chicago, Illinois 60660 are very similar in zip codes and we are finding a problem with our mailing lists. Sorry, Dee Ann Smith, that it took us so long to find you and give this letter to you; but from now on you are the proud winner of our high school talent search and are entitled to over $10,000.00 in free prizes. Contact us at 800-999-1010.

NOTE: The instructor should individually evaluate the text for correct procedures in holding spacing between words.

PERFORMANCE CHECKLIST 220

Hold Spaces Between Words

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
*	1. Hold spaces for Dee Ann Smith.		
*	2. Hold spaces for June 15, 1980.		
*	3. Hold spaces for June 15, 1981.		
*	4. Hold spaces for Cleveland, Ohio 61660.		
*	5. Hold spaces for Chicago, Illinois 60660.		
*	6. Hold spaces for 800-999-1010.		
*	7. All words are spelled correctly.		
*	8. All text is entered directly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 8
TOTAL POINTS POSSIBLE = 8

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Number Pages of a Report

COMPETENCY NO.: 225

STUDENT WILL: Key in the text making each paragraph a numbered page of a report

GIVEN: Three paragraphs

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for numbering pages in the software applications manual, located in the classroom.
2. Complete Activity Sheet 225, "Number Pages of a Report".
3. Print Activity Sheet 225, "Number Pages of a Report", for evaluation.

EVALUATION: Score 4 out of 4, or 100%, on Performance Checklist 225, "Number Pages of a Report".

ACTIVITY SHEET 225

Number Pages of a Report

Directions:

Key in the following paragraphs. Paragraph one is page one; paragraph two is page two; and paragraph three is page three. Refer to the software applications manual, located in the classroom, and Performance Checklist 225, "Number Pages of a Report", for assistance. All words must be spelled correctly. Print for evaluation.

Text:

Many companies now supply long distance service. Illinois Bell provides long distance within certain geographic regions called Market Areas. For calls you make outside your Illinois Bell Service Area, you have a choice of suppliers. But not all long distance companies serve all towns, so watch for the advertisements of companies in your area which provide this service.

If your home is not already wired for telephone service, you may install the needed wiring yourself, hire someone to do the work for you, or have Illinois Bell do it for a service charge. If you choose to do the work yourself, ask the service representative for the instructional pamphlet. If your home is already wired and has jacks where you want them, no premise installation work is necessary. You can simply plug in your phones.

The repair of telephones which you bought or leased from Illinois Bell prior to January 30, 1984, is now being cared for by other systems. These systems will honor Illinois Bell issued warranties on purchased phones, and will continue to repair or replace them for a fee when the warranty expires. These other systems now own the phones formerly leased to you by Illinois Bell, and will replace defective phones you now lease from them without additional charge if they are brought in to them.

NOTE: Completed competency is displayed above.

PERFORMANCE CHECKLIST 225

Number Pages of a Report

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Paragraph one is page one.		
*	2. Paragraph two is page two.		
*	3. Paragraph three is page three.		
*	4. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 4
TOTAL POINTS POSSIBLE = 4

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Enter Footnotes, Using Superscripts and Subscripts

COMPETENCY NO.: 230

STUDENT WILL: Enter footnotes to an existing report using superscripts and subscripts

GIVEN: A report

RESOURCES: Software applicatons manual
Basic Typewriting Applications,
South-Western Publishing Co., 1983

LEARNING ACTIVITIES:

1. Review the procedure for footnotes in Basic Typewriting Applications, page 24, located in the classroom.
2. Complete Activity Sheet 230, 'Enter Footnotes, Using Superscripts and Subscripts".
3. Print Activity Sheet 230, "Enter Footnotes, Using Superscripts and Subscripts", for evaluation.

EVALUATION: Score 8 out of 8, or 100%, on Performance Checklist 230, "Enter Footnotes, Using Superscripts and Subscripts".

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ACTIVITY SHEET 230

Enter Footnotes, Using Superscripts and Subscripts

Directions:

Key in the following text, using superscripts and subscripts, from Activity 230, "Enter Footnotes, Using Superscripts and Subscripts". Refer to Basic Typewriting Applications and to the software applications manual, located in the classroom, and Product Checklist 230, "Enter Footnotes, Using Superscripts and Subscripts", for assistance. All words must be spelled correctly.

Text:

The suburban P.U.D. codes are written to accommodate the wants and needs of suburbia. What suburbia does not want is subsidized housing. This is accomplished by two means, the first being street zoning laws. These codes describe the type of structure that may be built and the size of lot it can be built upon. The other is building codes. The building codes may require the use of only top-grade material and minimum square feet. The combination of these two requirements will price a house well above the income of the average family.

That objective still prevails, although other aspects of zoning have changed. Exclusionary zoning, with its one- and even two-acre plot minimums, is the white noose around our cities. If it is not loosened, the poor trapped within the cities will become increasingly desperate.[5]

As the cost of material and labor go up, so lessens the chance of owning your own home. These costs also raise the cost of rent in multi-family dwellings.[6]

---

[5] Saturday Review, "H_2O and Development Problems", (June, 1981), p. 18.

[6] "Housing and C_2O_4", Chicago Tribune,)December 8, 1980), Section 4, p. 8.

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ACTIVITY SHEET 230 ANSWER

Enter Footnotes, Using Superscripts and Subscripts

The suburban P.U.D. codes are written to accommodate the wants and needs of suburbia. What suburbia does not want is subsidized housing. This is accomplished by two means, the first being street zoning laws. These codes describe the type of structure that may be built and the size of lot it can be built upon. The other is building codes. The building codes may require the use of only top-grade material and minimum square feet. The combination of these two requirements will price a house well above the income of the average family.

> That objective still prevails, although other aspects of zoning have changed. Exclusionary zoning, with its one- and even two-acre plot minimums, is the white noose around our cities. If it is not loosened, the poor trapped within the cities will become increasingly desperate.[5]

As the cost of material and labor go up, so lessens the chance of owning your own home. These costs also raise the cost of rent in multi-family dwellings.[6]

---

[5] Saturday Review, "H_2O and Development Problems", (June, 1981), p. 18.

[6] "Housing and C_2O_4", Chicago Tribune, (December 8, 1980), Section 4, p. 8.

PERFORMANCE CHECKLIST 230

Enter Footnotes, Using Superscripts and Subscripts

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Superscript 5 is in the paragraph.		
*	2. Superscript 5 is in the footnote.		
*	3. Subscript 2 is in the footnote.		
*	4. Superscript 6 is in the paragraph.		
*	5. Superscript 6 is in the footnote.		
*	6. Subscript 2 is in the footnote.		
*	7. Subscript 4 is in the footnote.		
*	8. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 8
TOTAL POINTS POSSIBLE = 8

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Prepare Top and Bottom Line Entries

COMPETENCY NO.: 235

STUDENT WILL: Key in a report with top and bottom line entries

GIVEN: A report

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for keying in top and bottom line entries on a report in the software applications manual, located in the classroom.
2. Complete Activity Sheet 235, "Prepare Top and Bottom Line Entries".
3. Print Activity Sheet 235, "Prepare Top and Bottom Line Entries", for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 235, "Prepare Top and Bottom Line Entries".

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ACTIVITY SHEET 235

Prepare Top and Bottom Line Entries

Directions:

Key in the following information. Assume the first paragraph is page two and that paragraphs two and three are page three. Place a page header and footer on each page. Refer to the software applications manual, located in the classroom, and Performance Checklist 235, "Prepare Top and Bottom Line Entries", for assistance. All words must be spelled correctly. Print for evaluation.

Text:

November 28, 1985   Apartment Complexes   Page 2

Couples who have paid the rent, have not caused trouble, and were considered to be outstanding tenants, are now being evicted from their apartments. Why is this happening? Because they became parents. Landlords across the country are pulling up the welcome mat when families apply for apartments, and are even evicting couples after they have a child. But, some parents are fighting back.

The eviction of families also applies to condominiums. The landlords realize that the children of today are the future citizens, but they do not want them as renters. There is a housing shortage and landlords find they are able to fill their apartments, or condominiums, without renting to families. "Apartment complexes that rent to parents and children are more difficult to manage and maintain. They need different amenities and are more of a hassle."[2]

The most common groups caught up in the prejudice game are the blacks, the poor, parents-to-be, and the Latinos. Community leaders feel that to accommodate these groups subsidized housing will have to be built. Subsidized housing, to the present-day land owners, means depreciated value of their property. Tyere is also a prejudice against renters by other home owners, who feel that renters do not care for rented property like home owners care for their own property.

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[2] Joseph D. Macy, Housing Technology, (Chicago: Northshore Living, 1981,), p. 38.

Apartment Complexes 120385.

ACTIVITY SHEET 235 ANSWER

Prepare Top and Bottom Line Entries

November 28, 1985 Apartment Complexes Page 2

Couples who have paid the rent, have not caused trouble, and were considered to be outstanding tenants, are now being evicted from their apartments. Why is this happening? Because they became parents. Landlords across the country are pulling up the welcome mat when families apply for apartments, and are even evicting couples after they have a child. But, some parents are fighting back.

Apartment Complexes 120385.

ACTIVITY SHEET 235 ANSWER (cont'd.)

Prepare Top and Bottom Line Entries

November 28, 1985 Apartment Complexes Page 3

The eviction of families also applies to condominiums. The landlords realize that the children of today are the future citizens, but they do not want them as renters. There is a housing shortage and landlords find they are able to fill their apartments, or condominiums, without renting to families. "Apartment complexes that rent to parents and children are more difficult to manage and maintain. They need different amenities and are more of a hassle."[2]

The most common groups caught up in the prejudice game are the blacks, the poor, parents-to-be, and the Latinos. Community leaders feel that to accommodate these groups subsidized housing will have to be built. Subsidized housing, to the present-day land owners, means depreciated value of their property. There is also a prejudice against renters by other home owners, who feel that renters do not care for rented property like home owners care for their own property.

---

[2] Joseph D. Macy, Housing Technology (Chicago: Northshore Living, 1981), p. 38.

Apartment Complexes 120385.

PERFORMANCE CHECKLIST 235

Prepare Top and Bottom Line Entries

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The top line contains the entry date.		
*	2. The top line contains the entry title.		
*	3. The top line contains the entry page number.		
*	4. The bottom line contains the entry name and date.		
*	5. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Duplicate a Paragraph in a Memorandum

COMPETENCY NO.: 240

STUDENT WILL: Duplicate a paragraph in a memorandum

GIVEN: A memorandum and an updated memorandum

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for duplicating, copying, a paragraph in the software applications manual, located in the classroom.
2. Complete Activity Sheet 240, "Duplicate a Paragraph in a Memorandum".
3. Print Activity Sheet 240, "Duplicate a Paragraph in a Memorandum", for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 240, "Duplicate a Paragraph in a Memorandum".

BEST COPY AVAILABLE

ACTIVITY SHEET 240

Duplicate Information in a Memorandum

Directions:

Key in the following information. Duplicate the first paragraph as the last paragraph in the memorandum. Duplicate the words "memorandum headings" in numerated items 1, 3 and 4, where an "X" appears.

Text:

November 8, 1985

Janice Naven
Barbara Oilschlagen

CORRESPONDENCS

Correspondence within a company is frequently typed on interoffice forms, either half or full sheets, depending upon the length of the message.

The following items describe the features of an interoffice memorandum:

1. Space twice after printed headings to set the left margin stop for typing the X and the body. Set the right margin stop an equal distance from the right edge. These margin adjustments will usually give you side margins of one inch.

2. Full addresses, the salutation, the complimentary close, and the signature are omitted.

3. Personal titles are usually omitted from the X . (They are included on the envelope.)

4. Triple space between the X and message. Single space the paragraphs, but double space between them.

5. Reference initials, enclosure notation, and carbon copy notations are included.

Susan St. James

cc: Noreen Shore, Vice President

BEST COPY AVAILABLE

ACTIVITY SHEET 240 ANSWER

Duplicate Information in a Memorandum

November 8, 1985

Janice Naven
Barbara Oilschlagen

CORRESPONDENCE

Correspondence within a company is frequently typed on interoffice forms, either half or full sheets, depending upon the length of the message.

The following items describe the features of an interoffice memorandum:

1. Space twice after printed headings to set the left margin stop for typing the memorandum headings and the body. Set the right margin stop an equal distance from the right edge. These margin adjustments will usually give you side margins of one inch.

2. Full addresses, the salutation, the complimentary close, and the signature are omitted.

3. Personal titles are usually omitted from the memorandum headings. (They are included on the envelope.)

4. Triple space between the memorandum headings and message. Single space the paragraphs, but double space between them.

5. Reference initials, enclosure notation, and carbon copy notations are included.

Correspondence within a company is frequently typed on interoffice forms, either half or full sheets, depending upon the length of the message.

Susan St. James

cc: Noreen Short, Vice President

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PERFORMANCE CHECKLIST 240

Duplicate a Paragraph in a Memorandum

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Duplicate paragraph one as paragraph three.		
*	2. Print the memorandum before duplicating the paragraph.		
*	3. "Memorandum headings" is duplicated in paragraphs one, three and four.		
*	4. Print memorandum.		
*	5. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Merge a Table into a Report

COMPETENCY NO.: 245

STUDENT WILL: Merge a table into a report

GIVEN: A table and a report

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for merging information from two different files in the software applications manual, located in the classroom.
2. Complete Activity Sheet 245, "Merge a Table into a Report".
3. Print Activity Sheet 245, "Merge a Table into a Report", for evaluation.

EVALUATION: Score 3 out of 3, or 100%, on Performance Checklist 245, "Merge a Table into a Report".

ACTIVITY SHEET 245

Merge a Table into a Report

Directions:

Key in the following information. When the report is completed, merge the table from Competency 190, "Key in a Table Format", into the report. Merge the table between paragraphs three and four of the report. Print the report before merging the table, and print the report a second time after merging the table into the report.

Text:

Our quarterly report has been compiled for the months of Jan., Feb., and March. This year you will notice a change in salespersons in the Hardware and Sporting Goods Departments. Mr. Kapsol of Hardware and Mr. Goodwin of Sporting Goods retired the first of January. Please welcome the new members, Mr. Tenspeed and Mr. Kidd to our Company.

The increase for sales in Lingerie and Furniture should be noted for this quarter. Our new credit policy has been a factor in this increase. Notice the Department Number for Clothing is now 78, as opposed to 76. We would also like to congratulate Mr. Speedy, of the Furniture Department, for the top sales for this quarter.

If you have any questions or comments, direct them to Susan Lynn, Accounting Department.

BEST COPY AVAILABLE

ACTIVITY SHEET 245 ANSWER

Merge a Table into a Report

Our quarterly report has been compiled for the months of January, February and March. This year you will notice a change in saleepersons in the Hardware and Sporting Goods Departments. Mr. Kapsel of Hardware and Mr. Goodwin of Sporting Goods retired the first of January. Please welcome the new members, Mr. Tenspeed and Mr. Kidd to our Company.

The increase for sales in Lingerie and Furniture should be noted for this quarter. OUr new credit policy has been a factor in this increase. Notice the Department Number for Clothing is not 78, as opposed to 76. We would also like to congratulate Mr. Speedy, of the Furniture Department, for the top sales for this quarter.

QUARTERLY SALES REPORT

(Period Ending March 30, 1985)

Salesperson	Department	Sales	Department Number
Susan Schieder	Clothing	973.98	78
Karl Kidd	Sporting Goods	3,274.07	10
Terry Tenspeed	Hardware	1,986.10	63
Elizabeth Howard	Infants	861.00	55
Jean Bluew	Cosmetics	4,331.31	9
Bart Bartkowski	Lingerie	2,745.62	47
Mark Speedy	Furniture	8,522.74	100
Emily Sing	Toys	998.73	25

If you have any questions or comments, direct them to Susan Lynn, Accounting Department.

BEST COPY AVAILABLE

PERFORMANCE CHECKLIST 245

Merge a Table into a Report

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Print the report before merging the table.		
*	2. Print the report after merging the table.		
*	3. All words are spelled correctly.		
	TOTAL POINTS EARNED =		
	POINTS NEEDED FOR MASTERY = 3 TOTAL POINTS POSSIBLE = 3		

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Replace Information in a File

COMPETENCY NO.: 250

STUDENT WILL: Replace information in an existing file with updated information

GIVEN: Updated information

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for replacing information in a file in the software applications manual, located in the classroom.
2. Complete Activity Sheet 250, "Replace Information in a File".
3. Print Activity 250, "Replace Information in a File", for evaluation.

EVALUATION: Score 18 out of 18, or 100%, on Performance Checklist 250, "Replace Information in a File".

ACTIVITY SHEET 250

Replace Information in a File

Directions:

Load in the file from Activity 155, "Set and Purge Tabs". Make the following changes in the file. Refer to the software applications manual, located in the classroom, and Performance Checklist 250, "Replace Information in a File", for assistance. All words must be spelled correctly. Print Activity Sheet 250, "Replace Information in a File", for evaluation.

Text:

1)	Change:	Green	Tree	Oak	20.00
	To:	Green	Bush	Spirea	25.00
2)	Change:	Yellow	Bush	Privet	10.00
	To:	Yellow	Bush	Privet	15.00
3)	Change:	Blue	Tree	Spruce	15.00
	To:	Blue	Tree	Evergreen	10.00
4)	Change:	Red	Bush	Thorns	12.50
	To:	Fuchsia	Bush	Thorns	15.00

1)	Change:	Susan Schieder	Clothing	973.98	78
	To:	Susan Smidth	Clothing	1,098.73	78
2)	Change:	Elizabeth Howard	Infants	861.00	55
	To:	Elizabeth A. Howard	Childrens	861.00	55
3)	Change:	Mark Speedy	Furniture	8,522.74	100
	To:	Mark Speedy	Furniture/ Appliances	8,522.74	101
4)	Change:	Emily Sing	Toys	988.73	25
	To:	Emily Ann Sing	Toys	1,088.73	27

ACTIVITY SHEET 250 ANSWER

Replace Information in a File

Green	Bush	Spirea	25.00
Yellow	Bush	Privet	15.00
Blue	Tree	Evergreen	10.00
Fuchsia	Bush	Thorns	15.00

Salesperson	Department	Sales	Department Number
Susan Smidth	Clothing	1,098.73	78
Elizabeth A. Howard	Childrens	861.00	55
Mark Speedy	Furniture/ Appliances	8,522.74	101
Emily Ann Sing	Toys	1,088.73	27

PERFORMANCE CHECKLIST 250

Replace Information in a File

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Changed Tree to Bush.		
*	2. Changed Oak to Spirea.		
*	3. Changed $20.00 to $25.00.		
*	4. Changed $10.00 to $15.00		
*	5. Changed Spruce to Evergreen.		
*	6. Changed $15.00 to $10.00.		
*	7. Changed Red to Fucia.		
*	8. Changed $12.50 to $15.00.		
*	9. Changed Susan Schieder to Susan Smidth.		
*	10. Changed 973.98 to 1,098.73.		
*	11. Changed Elizabeth Howard to Elizabeth A. Howard.		
*	12. Changed Infants to Childrens.		
*	13. Changed Furniture to Furniture/Appliances.		
*	14. Changed 100 to 101.		
*	15. Changed Emily Sing to Emily Ann Sing.		
*	16. Changed 988.73 to 1,088.73.		
*	17. Changed 25 to 27.		
*	18. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 18
TOTAL POINTS POSSIBLE = 18

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Assemble a Document from Four Different Files

COMPETENCY NO.: 255

STUDENT WILL: Assemble a document from four different files saved on the student's diskette

GIVEN: Four separate files

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for assembling information from separate files saved on a diskette in the software applications manual, located in the classroom.
2. Complete Activity Sheet 255, "Assemble a Document from Four Different Files".
3. Print Activity Sheet 255, "Assemble a Document from Four Different Files", for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 255, "Assemble a Document from Four Different Files".

ACTIVITY SHEET 255

Assemble a Document from Four Different Files

Directions:

Load files from Competencies 170, "Justify Text"; No. 180, "Enter Embedded Commands in Text"; No. 175, "Underline, Overstrike, and Boldface Text", and No. 225, "Number Pages of a Report", to form a document that looks like the following information. Refer to the software applications manual, located in the classroom, and Performance Checklist 255, "Assemble a Document from Four Different Files", for assistance. All words must be spelled correctly.

Text:

Arranging for telephone service today involves more choices than it once did. But, because you have more options in telecommunications equipment wiring and installation, and long distance calling, you have more flexibility than ever in tailoring your telephone service to your needs, preferences and budget. Even so, establishing or changing your telephone service today is only slightly different than it used to be. You begin with a call to your business or residence service representative.

ORDERING OPTIONAL SERVICES

When placing your order for basic telephone service, which includes a telephone number, dial tone, and a local monthly calling plan, you will be asked if you would like Illinois Bell to provide other optional telephone services, such as:

> Custom Calling Services—With Custom Calling Services your phone becomes more versatile. For a monthly fee, you can have Call Forwarding, Call Waiting, Three-Way Calling or Speed Calling. Check with your service representative to see if these services are available in your area.

If you decide you'd like an optional service, it's best to order it with your basic service. You'll avoid a second service ordering charge if you place both orders at the same time.

OBTAINING YOUR TELEPHONES

You can purchase your telephones from any supplier, but be sure the telephones carry the approved Federal Communications Commission certification. Each certified phone has a RINGER EQUIVALENCY NUMBER (RE#) and a registration number which you must report to your service representative. We use this information to help us guage the results of our repair service tests when you report trouble with your phone service.

ACTIVITY SHEET 255 (cont'd.)

Assemble a Document from Four Different Files

Many companies now supply long distance service. Illinois Bell provides long distance within certain geographic regions called Market Areas. For calls you make outside your Illinois Bell Service Area, you have a choice of suppliers. But not all long distance companies serve all towns, so watch for the advertisements of companies in your area which provide this service.

If your home is not already wired for telephone service, you may install the needed wiring yourself, hire someone to do the work for you, or have Illinois Bell do it for a service charge. If you choose to do the work yourself, ask the service representative for the instructional pamphlet. If your home is already wired and has jacks where you want them, no premise installation work is necessary. You can simply plug in your phones.

The repair of telephones which you bought or leased from Illinois Bell prior to January 30, 1984, is now being cared for by other systems. These systems will honor Illinois Bell issued warranties on purchased phones, and will continue to repair or replace them for a fee when the warranty expires. These other systems now own the phones formerly leased to you by Illinois Bell, and will replace defective phones you now lease from them without additional charge if they are brought in to them.

NOTE: Completed competency is displayed on previous page and above.

PERFORMANCE CHECKLIST 255

Assemble a Document from Four Different Files

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. A file from Competency 170 is paragraph one.		
*	2. A file from Competency 180 is paragraph two.		
*	3. A file from Competency 175 is paragraph three.		
*	4. A file from Competency 225 is paragraph four.		
*	5. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Create an Address File

COMPETENCY NO.: 260

STUDENT WILL: Create an address file for producing mailing labels

GIVEN: A list of names and four mailing labels

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for creating an address file and producing mailing labels in the software applications manual, located in the classroom.
2. Complete Activity Sheet 260, "Create an Address File".
3. Print Activity Sheet 260, "Create an Address File", for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 260, "Create an Address File".

ACTIVITY SHEET 260

Create an Address File

Directions:

Key in the following information to create your address file. Then print the addresses on 4½ X 15/16-inch mailing labels. Refer to the software applications manual, located in the classroom, and Product Checklist 260, "Create an Address File", for assistance.

Save file as ACT. LABELS.

Text:

Name 1 Mrs. Laura Wall
Able Construction
893 McKinley
Chicago, IL 60681

Name 2 Mr. Kevin McKay
Final Films
144 North Avenue
Milwaukee, WI 53912

Name 3 Mr. Michael Joseph
Astro Tables
98330 Grand Avenue
Louisville, KY 28001

Name 4 Your Name
Student Insurance Company
Your Address
City, State Zip Code

NOTE: Address labels for this competency 260, "Create an Address File", are shown above.

PERFORMANCE CHECKLIST 260

Create an Address File

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Print a label for Mrs. Laura Wall.		
*	2. Print a label for Mr. Kevin McKay.		
*	3. Print a label for Mr. Michael Joseph.		
*	4. Print a label for your name.		
*	5. All words are spelled correctly on labels.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Produce a Form Letter

COMPETENCY NO.: 265

STUDENT WILL: Produce a form letter using your address file

GIVEN: A letter and address file

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for producing a form letter in the software applications manual, located in the classroom.
2. Complete Activity Sheet 265, "Produce a Form Letter".
3. Print Activity Sheet 265, "Produce a Form Letter", for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 265, "Produce a Form Letter".

ACTIVITY SHEET 265

Produce a Form Letter

Directions:

Key in the following letter to produce a form letter. Refer to the software applications manual, located in the classroom, and Performance Checklist 265, "Produce a Form Letter", for assistance. Use the file ACT. LABELS from Competency 260, "Create an Address File", for the names used in your form letter. Print a letter to each name in your file.

Text:

December 19, 1985

(ADDRESS)

Dear (TITLE) (LAST NAME)

This letter is to thank you for your recent order of SMART COPIERS. Your order has been sent to our manufacturing department, and they are currently completing your order. It will be shipped to you within 30 days.

Thank you for your order and remember, smart people buy SMART COPIERS.

Sincerely,

Kathy Ann Peprnik, Manager

KAP:sdb

ACTIVITY SHEET 265 ANSWER

Produce a Form Letter

December 19, 1985

Mrs. Laura Wall
Able Construction
893 McKinley
Chicago, IL 60681

Dear Mrs. Wall:

This letter is to thank you for your recent order of SMART COPIERS Your order has been sent to our manufacturing department, and they are currently completing your order. It will be shipped to you within 30 days.

Thank you for your order and remember, smart people by SMART COPIERS.

Sincerely,

Kathy Ann Peprnik, Manager

KAP:sdb

Produce a Form Letter

December 19, 1985

Mr. Kevin McKay
Final Films
144 North Avenue
Milwaukee, WI 53912

Dear Mr. McKay:

This letter is to thank you for your recent order of SMART COPIERS Your order has been sent to our manufacturing department, and they are currently completing your order. It will be shipped to you within 30 days.

Thank you for your order and remember, smart people by SMART COPIERS.

Sincerely,

Kathy Ann Peprnik, Manager

KAP:sdb

ACTIVITY SHEET 265 ANSWER (cont'd.)

Produce a Form Letter

December 19, 1985

Mr. Michael Joseph
Astro Tables
98330 Grand Avenue
Louisville, KY 28001

Dear Mr. Joseph:

This letter is to thank you for your recent order of SMART COPIERS Your order has been sent to our manufacturing department, and they are currently completing your order. It will be shipped to you within 30 days.

Thank you for your order and remember, smart people by SMART COPIERS.

Sincerely,

Kathy Ann Peprnik, Manager

KAP:sdb

ACTIVITY SHEET 265 ANSWER (cont'd.)

Produce a Form Letter

December 19, 1985

Your Name
Student Insurance Co.
Your Address
City, State Zip Code

Dear (Mr./Ms.) (Your Name):

This letter is to thank you for your recent order of SMART COPIERS Your order has been sent to our manufacturing department, and they are currently completing your order. It will be shipped to you within 30 days.

Thank you for your order and remember, smart people by SMART COPIERS.

Sincerely,

Kathy Ann Peprnik, Manager

KAP:sdb

PERFORMANCE CHECKLIST 265

Produce a Form Letter

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The address for Laura Wall is correct.		
	Title and last name for Laura Wall is correct.		
*	2. The address for Kevin McKay is correct.		
	Title and last name for Kevin McKay is correct.		
*	3. The address for Michael Joseph is correct.		
	Title and last name for Michael Joseph is correct.		
*	4. The address for your name is correct.		
	Title and last name for your name is correct.		
*	5. All words are spelled correctly on the labels.		
	TOTAL POINTS EARNED =		
	POINTS NEEDED FOR MASTERY = 5 TOTAL POINTS POSSIBLE = 5		

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applicatons

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Enter Personalized Information on a Form Letter

COMPETENCY NO.: 270

STUDENT WILL: Enter personalized information on a form letter

GIVEN: A form letter and list of names for mailing

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for producing a personalized form letter in the software applications manual, located in the classroom.
2. Complete Activity Sheet 270, "Enter Personalized Information on a Form Letter".
3. Print Activity Sheet 270, "Enter Personalized Information on a Form Letter", for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 270, "Enter Personalized Information on a Form Letter".

ACTIVITY SHEET 270

Enter Personalized Information on a Form Letter

Directions:

Key in the following letter to produce a personalized form letter. Refer to the software applications manual, located in the classroom, and Performance Checklist 270, "Enter Personalized Information on a Form Letter", for assistance. Send the personalized form letter to each name at the bottom of this Activity Sheet.

Text:

Date

Name
Address
City, State Zip Code

Dear (Salutation):

Enclosed is a comparison quotation for a Home Owners 6 policy. This policy gives you, Robert, Guaranteed Replacement coverage on your dwelling, higher replacement coverage for your contents, and higher jewelry and fur coverage than your current H. O. 4 policy.

Robert, please consider this idea; and, if I can answer any questions concerning this quote, or if you want to make this change as of your anniversary date, please give me a call at 555-1212.

Thank you for your past business, Robert.

At your service,

Enid Barrett

SDB

1. Mr. Michael Kristoff
   Software Products
   One James Street
   Souix Falls, SD 57062

2. Mrs. Donna Roberts
   Cheer Shire Corporation
   108 Kevin Court
   Saginaw, MI 48908

3. Mrs. Sharon McKee
   SMK Enterprises
   900 South Street
   Chicago, IL 60911

4. Mr. Robert Patrick
   Data International
   630 Beacon Drive
   Waterloo, IA 53531

ACTIVITY SHEET 270 ANSWER

Enter Personalized Information on a Form Letter

Date

Mr. Michael Kristoff
Software Products
One James Street
Souix Falls, SD 57062

Dear Mr. Kristoff:

Enclosed is a comparison quotation for a Home Owners 6 policy. This policy gives you, Michael, Guaranteed Replacement coverage on your dwelling, higher replacement coverage for your contents, and higher jewelry and fur coverage than your current H. O. 4 policy.

Michael, please consider this idea; and, if I can answer any questions concerning this quote, or if you want to make this change as of your anniversary date, please give me a call at 555-1212.

Thank you for your past business, Michael.

At your service,

Enid Barrett

SDB

ACTIVITY SHEET 270 ANSWER (cont'd.)

Enter Personalized Information on a Form Letter

Date

Mrs. Sharon McKee
SMK Enterprises
900 South Street
Chicago, IL 60911

Dear Mrs. McKee:

Enclosed is a comparison quotation for a Home Owners 6 policy. This policy gives you, Sharon, Guaranteed Replacement coverage on your dwelling, higher replacement coverage for your contents, and higher jewelry and fur coverage than your current H. O. 4 policy.

Sharon, please consider this idea; and, if I can answer any questions concerning this quote, or if you want to make this change as of your anniversary date, please give me a call at 555-1212.

Thank you for your past business, Sharon.

At your service,

Enid Barrett

SDB

ACTIVITY SHEET 270 ANSWER (cont'd.)

Enter Personalized Information on a Form Letter

Date

Mrs. Donna Roberts
Cheer Shire Corporation
108 Kevin Court
Saginaw, MI 48908

Dear Mrs. Roberts:

Enclosed is a comparison quotation for a Home Owners 6 policy. This policy gives you, Donna, Guaranteed Replacement coverage on your dwelling, higher replacement coverage for your contents, and higher jewelry and fur coverage than your current H. O. 4 policy.

Donna, please consider this idea; and, if I can answer any questions concerning this quote, or if you want to make this change as of your anniversary date, please give me a call at 555-1212.

Thank you for your past business, Donna.

At your service,

Enid Barrett

SDB

ACTIVITY SHEET 270 ANSWER (cont'd.)

Enter Personalized Information on a Form Letter

Date

Mr. Robert Patrick
Data International
630 Deacon Drive
Waterloo, IA 53531

Dear Mr. Patrick:

Enclosed is a comparison quotation for a Home Owners 6 policy. This policy gives you, Robert, Guaranteed Replacement coverage on your dwelling, higher replacement coverage for your contents, and higher jewelry and fur coverage than your current H. O. 4 policy.

Robert, please consider this idea; and, if I can answer any questions concerning this quote, or if you want to make this change as of your anniversary date, please give me a call at 555-1212.

Thank you for your past business, Robert.

At your service,

Enid Barrett

SDE

PERFORMANCE CHECKLIST 270

Enter Personalized Information on a Form Letter

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The address for Michael Kristoff is correct. The salutation for Michael Kristoff is correct. The first name for Michael Kristoff is correct,twice.		
*	2. The address for Sharon McKay is correct. The salutation for Sharon McKay is correct. The first name for Sharon McKay is correct, twice.		
*	3. The address for Donna Roberts is correct. The salutation for Donna Roberts is correct. The first name for Donna Roberts is correct, twice.		
*	4. The address for Robert Partick is correct. The salutation for Robert Patrick is correct. The first name for Robert Patrick is correct, twice.		
*	5. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Demonstrate the Use of a Word Speller

COMPETENCY NO.: 275

STUDENT WILL: Demonstrate the use of a word speller in a report

GIVEN: A report with misspelled words

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for checking the spelling of words in the software applications manual, located in the classroom.
2. Complete Activity Sheet 275, "Demonstrate the Use of a Word Speller".
3. Print Activity Sheet 275, "Demonstrate the Use of a Word Speller", for evaluation.

EVALUATION: Score 10 out of 10, or 100%, on Performance Checklist 275, "Demonstrate the Use of a Word Speller".

ACTIVITY SHEET 275

Demonstrate the Use of a Word Speller

Directions:

Key in the following text as it is printed on Activity Sheet 275, "Demonstrate the Use of a Word Speller". There are 10 misspelled words in the text. Use the spelling dictionary to correct the misspelled words. Refer to the software applications manual, located in the classroom, and Performance Checklist 275, "Demonstrate the Use of a Word Speller", for assistance. All words must be spelled correctly for evaluation.

Text:

Proficiency on numbers and symbols is esential for today's typist. The number drills you will complete this semester will help you become more acurate on these keys. You must spend tyme practising these keys in order to learn and mastor them. If you will spend fifteen minutes severel times a week on these skills, you will be able to increase your speed and accuracy.

Each line should be typed at lest one time. If you have dificulty with sertain lines, repeat those lines. Since this is practice material, do not errase, correct or overstrike your errors.

ACTIVITY SHEET 275 ANSWER

Demonstrate the Use of a Word Speller

Proficiency on numbers and symbols is essential for today's typist. The number drills you will complete this semester will help you become more accurate on these keys. You must spend time practicing these keys in order to learn and master them. If you will spend fifteen minutes several times a week on these skills, you will be able to increase your speed and accuracy.

Each line should be typed at least one time. If you have difficulty with certain lines, repeat those lines. Since this is practice material, do not erase, correct or overstrike your errors.

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PERFORMANCE CHECKLIST 275

Demonstrate the Use of a Word Speller

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Word one - esential - is spelled correctly.		
*	2. Word two - acurate - is spelled correctly.		
*	3. Word three - tyme - is spelled correctly.		
*	4. Word four - practising - is spelled correctly.		
*	5. Word five - mastor - is spelled correctly.		
*	6. Word six - severel - is spelled correctly.		
*	7. Word seven - lest - is spelled correctly.		
*	8. Word eight - dificulty - is spelled correctly.		
*	9. Word nine - sertain - is spelled correctly.		
*	10. Word ten - errase - is spelled correctly.		
*	11. The text is entered correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 10
TOTAL POINTS POSSIBLE = 10

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Set Up a Specialized Dictionary

COMPETENCY NO.: 280

STUDENT WILL: Set up a specialized dictionary and check the spelling of words in five sentences

GIVEN: Words to set up a specialized dictionary and five sentences

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for setting up a specialized dictionary in the software applications manual, located in the classroom.
2. Complete Activity Sheet 280, "Set Up a Specialized Dictionary".
3. Print Activity Sheet 280, "Set Up a Specialized Dictionary", for evaluation.

EVALUATION: Score 7 out of 7, or 100%, on Performance Checklist 280, "Set Up a Specialized Dictionary".

ACTIVITY SHEET 280

Set Up a Specialized Dictionary

Directions:

Key in the following words to set up your specialized dictionary.

1. Debra Farm
2. Grandwood
3. Springfield
4. Illinois
5. Gary Goround
6. Midlane
7. Knoxville
8. Chattanooga
9. Charleston
10. COALGO
11. COAGO

Key in the following sentences and check all the words for spelling errors, using your specialized dictionary. Refer to the software applications manual, located in the classroom, and Performance Checklist 280, "Set Up a Specialized Dictionary", for assistance in evaluation. All words must be spelled correctly.

Text:

1. Debora Farme is visiting the Grandwood Forest Hospital
2. Springfeeld, Illinois, is the Midwest farming capital.
3. Gary Goground lives at 321 Midlane Avenue.
4. Knoxvile, Chatanooga and Charleston are large producers of coal and iron.
5. We changed our company name from CAOLGO to COAGO three weeks ago.

ACTIVITY SHEET 280 ANSWERS

Set UP a Specialized Dictionary

1. Debra Farm is visiting the Grandwood Forest Hospital
2. Springfield, Illinois, is the Midwest farming capital.
3. Gary Goround lives at 321 Midlane Avenue.
4. Knoxville, Chattanooga, and Charleston are large producers of coal and iron.
5. We changed our company name from COALGO to COAGO three weeks ago.

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PERFORMANCE CHECKLIST 280

Set Up a Specialized Dictionary

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
*	1. Debra is spelled correctly.		
*	2. Farm is spelled correctly.		
*	3. Springfield is spelled correctly.		
*	4. Ground is spelled correctly.		
*	5. Knoxville is spelled correctly.		
*	6. COALGO is spelled correctly.		
*	7. All data were entered correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 7
TOTAL POINTS POSSIBLE = 7

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0603

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Use Print Commands

COMPETENCY NO.: 285

STUDENT WILL: Demonstrate knowledge of using print commands

GIVEN: A five-item test

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedures for using print commands on Information Sheet 285, "Use Print Commands", and in the software applications manual, located in the classroom.
2. Complete Test 285, "Use Print Commands", for evaluation

EVALUATION: Score 5 out of 5, or 100%, on Test 285, "Use Print Commands".

INFORMATION SHEET 285

Use Print Commands

We have demonstrated the use of some of the basic print commands in Competency 125, "Print File", such as left and right margins, top and bottom margins, and line intervals of single-, double- or triple-spacing. Now, we are going to discuss some of the other basic print commands.

Page interval means the number of lines from the top of one page to the top of the next page. The usual size sheet of paper is 8½ X 11". This allows 6 vertical lines for 1 inch of paper, or 66 lines on a regular sheet of paper.

Single page: set up the printer for either a single sheet of continuous paper, or form-feed paper as it is sometimes called. Of course, when you have a single page, it should eject the page out of the printer to indicate it is the end or last item to be printed.

When setting up your left and right margins, something to keep in mind, because all printers are not the same, is the horizontal spaces per inch that can be typed by your printer. Similar to a typewriter, printers can type in either pica or elite type. Some printers have either pica or elite type, but some printers give you the option of choosing pica or elite type. The difference between the two are pica has 10 characters per one horizontal inch, and elite has 12 characters per one horizontal inch. Therefore, on a standard sheet of typing paper, pica allows 85 characters across the page and elite allows 102 characters across the page.

Please note that in most printers, the printer has a default value set into them. This means that if you do NOT change the default value to a desired value, the printer automatically prints your document according to the default value. Therefore, make sure that you have set up your printer to the desired print values before printing your document.

TEST 285

Use Print Commands

CIRCLE the correct answer(s) to the following.

1. What is the size of a standard sheet of typing paper?

   A. 8 x 11½"
   B. 8½ x 11"
   C. 8 x 11"

2. How many vertical lines of type are in one inch of a sheet of paper?

   A. 6 lines
   B. 7 lines
   C. 8 lines

3. Another name for continuous paper is

   A. single page
   B. ejected sheet
   C. form feed

4. In one inch of horizontal type, how many pica characters can be typed?

   A. 10
   B. 12
   C. 14

5. In one inch of horizontal type, how many elite characters can be typed?

   A. 10
   B. 12
   C. 14

TEST 285 ANSWERS

Use Print Commands

1. B
2. A
3. C
4. A
5. B

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Wordprocessing

COMPETENCY TITLE: Demonstrate Simple Troubleshooting Techniques

COMPETENCY NO.: 290

STUDENT WILL: Demonstrate knowledge of simple troubleshooting techniques

GIVEN: A five-item test

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for simple troubleshooting techniques on Information Sheet 290, "Demonstrate Simple Troubleshooting Techniques", and in the software applications manual, located in the classroom.
2. Practice simple troubleshooting techniques using Information Sheet, "Demonstrate Simple Troubleshooting Techniques".
3. Complete Test 290, "Demonstrate Simple Troubleshooting Techniques", for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Test 290, "Demonstrate Simple Troubleshooting Techniques".

INFORMATION SHEET 290

Demonstrate Simple Troubleshooting Techniques

Preventive maintenance aims at avoiding and preventing malfunctions on a computer system. We will discuss briefly some preventive maintenance you can do when working with your computer.

In normal situations, if the system fails we should always suspect the operator (you) first; software problems second; and then the hardware or computer system last. Also, the best thing to do is try again using the order of operations that you took that led to the problem, i.e., check the color intensity of the monitor. This usually clears most problems.

If the problem still exists, check the software. Is the diskette in the disk drive properly. Make another copy of the program, using a new diskette. If the problem clears, then the diskette you had might have been contaminated.

If this does not clear the problem, check all mechanical connections, starting with the most obvious, the electrical plug. Check all the cables for loose connections or improper connections and that all fuses have power to them.

Another solution to our problem might be too high a temperature in the room. If the computer problem seems to be erratic, then turn on the air donditioner or get a fan and cool down the system.

Of course, in our haste to find a mechanical problem, we have bypassed one basic point. Make sure the diskette is NOT full. The capacity of the diskette may be such that you are no longer able to save any more information on it. If this is true, get another blank diskette and save your file on another diskette.

If you cannot find a solution to the problem, of course, consider the malfunction due to a faulty program or to faulty hardware. In this case, contact the company or vendor that sold the system or package to you, and set up an appointment for a maintenance visit.

Following these few ideas can usually eliminate any problem that might occur. Remember, if you take care of your computer, it will take care of you.

TEST 290

Demonstrate Simple Troubleshooting Techniques

CIRCLE the correct answer(s) to the following.

1. If the computer system fails, we should do what first.

   A. Check the software.

   B. Check the hardware.

   C. Suspect the operator.

2. An example of checking the software is

   A. making sure the diskette is in the disk drive properly.

   B. making another copy of the program, using a new diskette.

   C. both A and B.

3. If the problem with your computer is mechanical

   A. check all cables for loose or improper connections.

   B. ask the instructor for help.

   C. check the color intensity.

4. Check which one is NOT a problem.

   A. Too high a temperature in the room

   B. A formatted diskette

   C. A full diskette

5. If you cannot find a solution to the problem

   A. call the company or vendor that sold the system to you.

   B. keep trying until you find the problem.

   C. never use a computer again.

TEST 290 ANSWER

Demonstrate Simple Troubleshooting Techniques

1. C

2. C

3. A

[illegible]. B

5. A

DATABASE MANAGEMENT COMPETENCY LIST

300 Demonstrate Knowledge of Database
305 Boot the Applications Program
310 Demonstrate Knowledge of the Disk Operating System
315 Format and Identify Diskette
320 Establish File Fields, and Add Information
325 Move Cursor for Editing
330 Print File
335 Save, Protect and Retrieve a File
340 Rename, Create a Backup Copy, and Delete a File
345 Demonstrate Use of Search, Find, and Change
350 Insert, Replace, and Delete Records in a File
355 Arrange and Sort Records Alphabetically
360 Move and Delete a Field
365 Arrange and Sort Records Numerically
370 Change Report Layout
375 Change Column Layout
380 Edit Numeric Fields
385 Enter Formula for Calculating Fields
390 Print Mailing Labels
395 Print Selected Records
400 Use Print Commands
405 Demonstrate Simple Troubleshooting Techniques

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Demonstrate Knowledge of Database

COMPETENCY NO.: 300

STUDENT WILL: Demonstrate knowledge of database

GIVEN: A four-item test

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Read the introductory section in the software applications manual, located in the classroom.
2. Read Information Sheet 300, "Demonstrate Knowledge of Database".
3. Complete and hand in Test 300, "Demonstrate Knowledge of Database", for evaluation.

EVALUATION: Score 4 out of 4, or 100%, on Test 300, "Demonstrate Knowledge of Database".

INFORMATION SHEET 300

Demonstrate Knowledge of Database

Read information on Activity Sheet 300, "Demonstrate Knowledge of Database". Then complete and hand in Test 300, "Demonstrate Knowledge of Database", for evaluation.

What is database? Database is a collection of data organized especially for rapid search and retrieval, as in a computer.

Companies and people collect odd pieces of information in the form of facts, figures and personal tidbits. This information becomes worthless when left in its unarranged form. However, when this information is organized, stored and retrieved for later use, its worth becomes valuable. For example, if a piece of information stated: Doretha Jonas, (312) 239-8011, Chevrolet 1983, Chicago, IL, 735 Pulaski 937 MM, we may not understand what this information represents. But, if we organized the information into a certain form, it becomes relative to us. For example:

NAME: Doretha Jonas
HOME ADDRESS: 735 Pulaski
CITY, STATE: Chicago, IL
HOME PHONE: (312) 239-8011
VEHICLE: Chevrolet 1983
LICENSE PLATE: 937 MM

Now, the police can use the organized information to check for stolen cars or the registration of a vehicle.

All of the information collected is called a file. All registered vehicles in the City of Chicago could be the file. A record is one individual's listing of information, such as Doretha Jonas' information. A field or category in a record is one kind of information. For example, NAME: Doretha Jonas or HOME PHONE: (312) 239-8011 is a field.

Everyone interacts with computers because of the large volume of data that is processed and stored in today's computers.

TEST 300

Demonstrate Knowledge of Database

CIRCLE the correct answer(s) to the following.

1. Database is defined as

   A. your name, address and phone number.

   B. all pieces of data.

   C. a collection of data organized especially for rapid search and retrieval.

2. A file is

   A. all of the information collected.

   B. some of the information collected.

   C. one individual's listing of information.

3. A record is

   A. all of the information collected.

   B. one kind of information.

   C. one individual's listing of information.

4. A field or category is

   A. all of the information collected.

   B. one kind of information.

   C. one individual's listing of information.

TEST 300 ANSWERS

Demonstrate Knowledge of Database

1. C
2. A
3. C
4. B

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Boot the Applications Program

COMPETENCY NO.: 305

STUDENT WILL: Identify computer hardware components, demonstrate knowledge of care required for a computer, distinguish programs, storage, and DOS diskettes, and boot the applications program

GIVEN: A computer, diskettes, and an 18-item test

RESOURCES: Don't! or How to Care for Your Computer, by Rodnay Zake
Software applications manual
DOS manual

LEARNING ACTIVITIES:

1. Review pages 7-78 in Don't! and descriptions of hardware component and how to power-on the computer in the DOS manual, located in the classroom.
2. Complete Activity Sheet 305, "Boot the Applications Program".
3. Review Information Sheet 305, "Boot the Applications Program", chapter 3 in Don't!, and the description of how to boot the applications program in the software applications manual, located in the classroom.
4. Complete Activity Sheet 305.1, "Boot the Applications Program".
5. Practice this competency while reviewing Performance Checklist 305, "Boot the Applications Program".
6. Complete and hand in Test 305, "Boot the Applications Program".
7. Complete Activity Sheet 305.2, "Boot the Applications Program", for evaluation, without assistance or resources.

EVALUATION: Score 7 out of 7, or 100%, on Performance Checklist 305, "Boot the Applications Program"; and 16 out of 18, or 88%, on Test 305, "Boot the Applications Program".

NOTE: Answers may very, depending upon the software being used.

ACTIVITY SHEET 305

Boot the Applications Program

MATCH the following descriptions and terms by placing the appropriate letter in front of the number.

____ 1. also referred to as a CRT, monitor, or video.

____ 2. output from the computer printed on paper.

____ 3. used to store information to be read by the computer.

____ 4. has standard typewriter keys as well as function keys.

____ 5. information is read from a diskette and placed in this storage area where it can be used by the CPU.

____ 6. the user inputs instructions, data, and responses with this peripheral device.

____ 7. the physical equipment of a computer system that can be seen and touched.

____ 8. input and output devices.

____ 9. the actual worker, the processor which executes programs.

A. Hardcopy

B. Memory

C. CPU

D. Keyboard

E. Screen

F. Peripherals

G. Diskette

H. Hardware

I. Printer

J. Diskette Drive

ACTIVITY SHEET 305 ANSWERS

Boot the Applications Program

1. E (Monitor)
2. A (Hardcopy)
3. G (Diskette)
4. D (Keyboard)
5. B (Memory)
6. D (Keyboard)
7. H (Hardware)
8. F (Peripherals)
9. C (CPU)

INFORMATION SHEET 305

Boot the Applications Program

Sets of data and programs are stored on diskettes as files. In an office without a microcomputer, a file drawer contains many file folders, each with a logically related collection of information (i.e., the employee file, customer file, billings file).

A diskette is like the file drawer. Many data files and program files can be stored (recorded) on its surface. Usually data files are stored on storage diskettes, applications programs are stored separately on program diskettes, and the DOS is stored separately on a DOS diskette.

Nothing can be done with diskettes unless the Disk Operating System programs which operate the computer are in the memory of the computer. The DOS has the instructions for the computer on how to load an applications program. Therefore, it is usually necessary to first boot the DOS program and then boot the applications program.

Sometimes the DOS programs necessary to work with an applications program are stored on the same applications program diskette; in which case, it is not necessary to boot the DOS separately. The following generalized procedure would be used to boot the applications program:

1. Insert the applications program diskette
2. Boot the applications program

Details on how to boot an applications program vary, depending on the applications program and the computer being used. To complete Activity Sheet 305.3, you will write a detailed procedure for booting your particular applications program. Be sure to note when the computer should be turned on and when diskettes should be inserted and removed.

Booting the applications program is the process of loading the program from the diskette into the memory of the computer. Different computers have different ways to boot a program, you must learn the procedure for booting from the software applications manual. The applications program cannot be booted unless the DOS, which operates the computer, has been booted. Therefore, it is necessary to first boot the DOS program and then boot the applications program.

If the DOS and applications program are stored on separate diskettes, then the following generalized procedure would be followed to boot the applications program:

1. insert the DOS diskette
2. boot the DOS
3. remove the DOS diskette
4. insert the applications program diskette
5. boot the applications program

Boot the Applications Program

Diskettes, also called floppy disks, mini-floppy and disks, are a circular storage medium coated with magnetic material. Information is stored on a disk in tiny magnetic dots which can be written and read by a disk drive. A diskette is enclosed in a square, protective jacket. Most microcomputers use a 5¼-inch diskette.

Disk Drives are peripheral devices which read information from a diskette, transferring it into the memory of the computer, and write information transferred from the memory of the computer onto a diskette.

A Program is a sequenced set of instructions which the computer can perform.

An Applications Program is a program which actually does the work (prepare letters, calculate formulas, etc.). Applications programs are stored on program diskettes. Program diskettes should be "write-protected" by covering the write-protect notch on the diskette jacket with a small aluminized sticker.

The DOS operates the computer for you. DOS (pronounced doss) are the initials for DISK OPERATING SYSTEM. The Disk Operating System is a set of programs which transfer data between peripherals and memory. It also manages all the organization of the applications programs and data. The DOS is stored on a diskette. Some of the DOS programs may also reside in computer memory.

Storage Diskettes, also called data diskettes, are used to keep data (information to be processed by the computer). Examples of data are names and addresses of customers, a spreadsheet, a letter, a list of products, and accounting information. Storage diskettes may contain data to be input into the computer or data from which the computer has output (created as a result of a program executing).

Software is the term used to refer to DOS and applications programs.

ACTIVITY SHEET 305.1

Boot the Applications Program

Write TRUE or FALSE on the line in front of the number.

____1. Data is stored on a diskette in concentric circles called tracks.

____2. When the write-protect notch on the jacket of a diskette (mini-floppy disk) is covered, information can be written onto the disk.

____3. Floppy diskettes are called "floppy" because they can be folded without damaging the diskette.

____4. Only felt-tipped pens should be used to label diskettes.

____5. If a liquid spills on a diskette, it can be used after it has dried.

____6. It is permissable to smoke while operating a computer.

____7. One should always cover their mouth when coughing or sneezing in the vicinity of a diskette.

____8. To avoid laying a diskette flat, lean it against the telephone.

ACTIVITY SHEET 305.1 ANSWERS

Boot the Applications Program

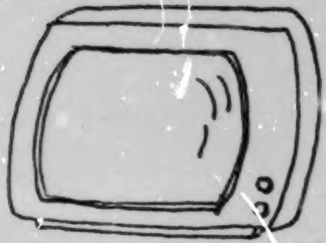
1. True
2. False
3. False
4. True
5. False
6. False
7. True
8. False

TEST 305

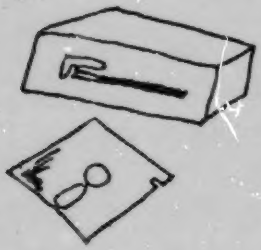
Boot the Applications Program

Label the peripheral components, and answer questions 5-8 by inserting the appropriate letter of the following terms in the blanks. Letters may be used more than once.

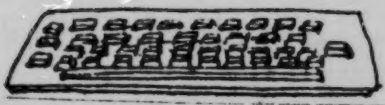
A. CPU
B. Disk Drive
C. Monitor
D. Keyboard
E. Printer
F. Typewriter



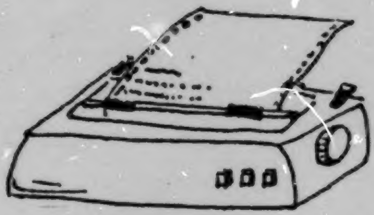
1. ____________________



2. ____________________



3. ____________________



4. ____________________

Boot the Applications Program

5. The ______ is an input device through which a user can "talk" to the computer.

6. The ______ displays what is typed on the keyboard, but its primary use is as an output device through which a computer can "talk" to a user.

7. If a "hard copy" of computer output is desired, the ______ must be used.

8. The ______ reads information off a diskette, loading it into the memory of the computer, and writes information from the memory of the computer onto a diskette.

Unless specified, CIRCLE the correct answer(s) for the following.

9. Output devices include all of the below except a

   A. monitor.
   B. disk drive.
   C. printer.
   D. keyboard.

10. The physical components of a computer system are called

    A. CPUs.
    B. hardware.
    C. printers.
    D. software.

11. A sequenced set of instructions written in a language that the computer can understand is called

    A. DOS.
    B. data.
    C. a command.
    D. a program.

List four precautions which must be observed when working with computers and diskettes.

12.

13.

14.

15.

Boot the Applications Program

16. All of the below are examples of data except

    A. programs.
    B. customer names.
    C. sales totals.
    D. accounting information.

17. When inserting a diskette, the right hand should be used and

    A. the thumb should be on the exposed diskette.
    B. the thumb should be in the hub access hole in the center of the disk.
    C. the thumb should be on the square diskette label.
    D. none of the above.

18. The name of the applications program which you are studying is called ____________________________.

TEST 305 ANSWERS

Boot the Applications

1. C	7. E
2. B	8. B
3. D	9. D
4. E	10. B
5. D	11. D
6. C	

The answers to questions 12 through 15 may include any of the following.

1. Connect the computer to a separate circuit whenever possible.
2. Avoid static electricity.
3. Remove dust from ventilation slots.
4. Avoid shocks and vibrations.
5. Keep liquids away from the computer.
6. Maintain a comfortable temperature.
7. Don't bend or fold diskettes.
8. Keep all magnetic fields away from diskettes.
9. Avoid heat, moisture, and dust from damaging diskette.
10. Insert the diskette properly.

16. A

17. C

18. Answers may vary, depending on the particular software being used.

ACTIVITY SHEET 305.2

Boot the Applications Program

Write a detailed procedure for turning on the computer, inserting diskettes, booting your particular applications program. You may choose from the steps shown below as well as add any steps your application requires. Have each step stated in the required correct sequency. Check your procedure with the instructor before practicing this task.

Some steps which may be required are:

1. turn on the computer.
2. answer date and time questions.
3. insert DOS diskette into drive (specify which drive).
4. insert data diskette into drive (specify which drive).
5. type (specify what is to be typed).
6. turn on peripheral devices.

ACTIVITY SHEET 305.2 ANSWERS

Boot the Applications Program

Have the instructor check your procedure.

PERFORMANCE CHECKLIST 305

Boot the Applications Program

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The student has established the proper environment (no food or drinks, nothing placed on ventilation slots, no smoking, etc.).		
*	2. The student has powered on the computer system properly.		
*	3. The diskette is held correctly.		
*	4. The diskette is inserted properly.		
*	5. The diskettes are inserted in the proper sequence.		
*	6. The applications program is booted correctly.		
*	7. The diskettes are removed properly and placed in protective sleeves.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 7
TOTAL POINTS POSSIBLE = 7

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO.: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Demonstrate Knowledge of Disk Operating System

COMPETENCY NO.: 310

STUDENT WILL: Use the copy, check disk, directory, rename, and delete commands

GIVEN: A microcomputer and diskettes

RESOURCES: Disk Operating Systems manual

LEARNING ACTIVITIES:

1. Review Information Sheet 310, "Demonstrate Knowledge of Disk Operating System.
2. Review information on copying, checking diskettes, renaming files, and deleting files in the Disk Operating Systems manual.
3. Practice Competency 310, "Demonstrate Knowledge of Disk Operating System", while reviewing Performance Checklist 310.
4. Perform Competency 310, "Demonstrate Knowledge of Disk Operating System" for evaluation.

EVALUATION: Score 13 out of 13, or 100%, on Performance Checklist 310, "Demonstrate Knowledge of Disk Operating System.

INFORMATION SHEET 310

Demonstrate Knowledge of Disk Operating System

DOS (pronounced doss) is an acronym for Disk Operating System. It is a set of programs that manage the hardware, programs, and data, in a computer system. It is a DOS program which gives the computer instructions to load an application program from a diskette into the memory of a computer. It is a DOS program which gives the computer instructions to copy the contents of one diskette onto another, making a backup copy of the first diskette. It is a DOS program which gives the computer instructions to move data from the memory of the computer onto a diskette.

Some applications programs have the DOS programs necessary to load an application program stored on the diskette with the application program; in this case, the user does not need to insert the DOS diskette, just the application program diskette.

Most applications programs execute DOS programs without the user knowing it. When the user is ready to print their work, or save it on a diskette, they give the applications program the command to do so and it, in turn, activates a DOS program to print or save the work.

Therefore, even if you never load the DOS diskette, you are using DOS programs when you use the applications program.

DOS programs are initiated by a command. The command will have operands. For example, a command to delete a file from a diskette might be

```
DEL  A:XXFILE
```

where	DEL	is the command
	A:	is the first operand stating that the diskette containing the file to be deleted is in drive A
and	XXFILE	is the name of the file to be deleted

<u>FORMAT</u>. DOS has a program which prepares a diskette to receive data. This process is called formatting (or sometimes initializing). An unformatted diskette cannot be used to hold programs or data. Task 315, "Format and Identify Diskette", will prepare you to format diskettes.

<u>DIRECTORY</u>. DOS has a program which lists the files contained on a diskette. Besides giving the file name, the Directory program may give other information such as the length of the file and the date it was last updated. To list the Directory, the user must enter the command which requests a directory list and the name of the disk drive where the diskette resides.

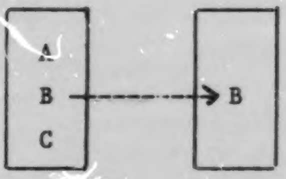
INFORMATION SHEET 310 (cont'd.)

Demonstrate Knowledge of Disk Operating System

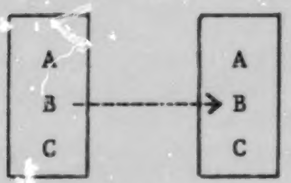
CHECK A DISKETTE. DOS will have a program which will check a diskette to see if it has any damaged sections. To check a diskette, the user must enter a command and the name of the disk drive where the diskette to be checked has been placed.

Either the program to check a diskette, or to list the directory, will tell how much space is available on a diskette.

DOS programs enable the user to make backup copies of diskettes. It is important to have backup copies of programs and data in case a diskette is damaged. Either individual files can be copied from one diskette to another:



or the whole diskette can be copied:



Different programs may be used to copy single files and whole diskettes. To copy a file from one diskette to another, the user must enter the command requesting the copy program be executed, the name of the disk drive where the diskette holding the file to be copied resides, the name of the file to be copied, the name of the disk drive where the diskette to receive the file resides, and the name the file is to be given on the second diskette.

To copy a whole diskette, the name of the disk drive holding the source diskette (the diskette to be copied) and the name of the disk drive holding the target diskette (the diskette onto which the data is to be copied) must be entered.

Other DOS programs are used to rename files or delete files.

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ACTIVITY SHEET 310

Demonstrate Knowledge of Disk Operating System

CIRCLE the appropriate letter to fill in the blanks in numbers 1 through 7.

1. There are ____ disk drives on the system I am using.

   A. no
   B. 1
   C. 2
   D. 3

2. The first disk drive is named drive ____.

   A. A
   B. 1
   C. 0
   D. other (specity) ________

3. The command to list the directory of a diskette is ____.

   A. LIST
   B. DIR
   C. CAT
   D. other (specity) ______

4. The command to list the directory of a diskette in the first disk drive is ____.

   A. FORMAT A:
   B. DIR A:
   C. DIR 1:
   D. other (specity ______.

5. The command to check a diskette is ____.

   A. CHKDSK
   B. OKDSK
   C. other (specify) ______

6. The command to copy the contents of one diskette onto another is ____.

   A. COPY
   B. DISKCOPY
   C. other (specify) ______

7. The command to copy a file named MATRIX from a diskette in the first drive to a diskette in the second drive is ____.

   A. COPY A:MATRIX B:MATRIX
   B. COPY 1MATRIX 2MATRIX
   C. other (specify) ______.

ACTIVITY SHEET 310 ANSWERS

Demonstrate Knowledge of Disk Operating System

1.
2.
3.
4.
5.
6.
7.

NOTE: The answers may vary, depending upon the software being used.

TEST 310

Demonstrate Knowledge of Disk Operating System

1. Obtain a DOS diskette, a storage diskette, and a formulated blank diskette from your instructor.

Have the instructor observe as you perform steps 2-11.

2. Boot the DOS.

3. List the directory of the storage diskette.

4. List the directory of the DOS diskette.

5. Check the storage diskette for any damaged areas.

6. List the directory of the blank diskette.

7. Copy a file from the storage diskette onto the blank diskette.

8. List the directory of the (perviously) blank diskette.

9. Rename the file on the (previously) blank diskette. Give it your name.

10. Delete the file with your name.

11. Copy the whole storage diskette onto the blank diskette.

PERFORMANCE CHECKLIST 310

Demonstrate Knowledge of Disk Operating System

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Diskettes have been held properly.		
*	2. The DOS has been booted properly.		
*	3. The directory of the storage diskettes has been listed.		
*	4. The directory of the DOS diskette has been listed.		
*	5. The diskette has been checked for any damage.		
*	6. The directory of the blank diskette has been listed.		
*	7. A file has been copied from one diskette to another.		
*	8. The directory has been listed, showing the copied file.		
*	9. The file has been renamed.		
*	10. The file has been deleted.		
*	11. The whole storage diskette has been copied onto the blank diskette.		
*	12. All diskettes have been inserted into disk drives and removed from the disk drives properly.		
*	13. All diskettes have been placed in their sleeves.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 13
TOTAL POINTS POSSIBLE = 13

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Format and Identify Diskette

COMPETENCY NO.: 315

STUDENT WILL: Demonstrate knowledge of formatting and identifying a diskette and its parts

GIVEN: A five-item test

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review procedure for formatting a diskette and identifying the parts of a diskette on Information Sheet 315, "Format and Identify Diskette", and in the software applications manual, located in the classroom.
2. Complete Test 315, "Format and Identify Diskette", for evaluation.

EVALUATION: Score 5 out of 5, or 100% on Test 315, "Format and Identify Diskette.

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INFORMATION SHEET 315

Format and Identify Diskette

Formatting a diskette to be used as a storage diskette is an important step that must be taken before any information can be saved on the diskette. When you format (or initialize) a diskette, the program writes on concentric circles (called tracks) on the diskette, similar to the chalk lines on a racetrack. This is done so that the disk drive will know where to write the information.

To speed up both reading and writing a diskette, the disk drive divides each track into sectors. Each computer system reads and writes information on the diskette in different ways, using different amounts of sectors per track. This is why a diskette that is formatted for one operating system may not work on another system. Some application programs have a command to format diskettes. If yours does, then you can format the diskette after the program has been booted; otherwise, refer to your DOS manual, located in the classroom. Please note that every DOS program has a command to format a diskette.

There are basically two types of diskettes that are used today. The first is a floppy diskette, which is the type of diskette that is typically used in small personal computers. The other is called a hard disk, which is similar to a floppy diskette, in that it is divided into tracks and sectors for reading and writing purposes. A hard disk is made of rigid material, like metal. It is coated like a floppy diskette so that magnetic impulses can be recorded on its surface.

TEST 315

Format and Identify Diskette

CIRCLE the correct answer(s) to the following.

1. Why do you format a diskette?

   A. so that the computer can boot the program.

   B. so that the disk drive will know where to write the information.

   C. so that the information can go into the disk drive.

2. Tracks are

   A. concentric circles of zeros on a diskette.

   B. concurrent circles of zeros on a diskette.

   C. intersecting circles of zeros on a diskette.

3. Tracks are divided into several pieces called

   A. circles.

   B. sectors.

   C. racetracks.

4. Once a diskette is formatted for an operating system

   A. it can never be formatted again.

   B. it works on all systems.

   C. it may not work on another system.

5. A hard disk

   A. is rigid.

   B. holds magnetic impulses on its surface.

   C. is both A and B.

TEST 315 ANSWERS

Format and Identify Diskette

1. B
2. A
3. B
4. C
5. C

PERFECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Establish File Fields, and Add Information

COMPETENCY NO.: 320

STUDENT WILL: Establish file fields and add information to these fields

GIVEN: File fields and information to add to these fields

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review procedure for establishing file fields and adding information to these fields in your software applications manual, located in the classroom.
2. Complete Activity Sheet 320, 'Establish File Fields, and Add Information".
3. Ask the instructor to review monitor for evaluation.

EVALUATION: Score 8 out of 8, or 100%, on Performance Checklist 320, "Establish File Fields, and Add Information".

NOTE: The instructor must view the monitor for evaluation.

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ACTIVITY SHEET 320

Establish File Fields, and Add Information

Directions:

Key in the following file fields. Once you have established the file fields, add the following information to the file fields. Review the software applications manual, located in the classroom, and Performance Checklist 320, "Establish File Fields, and Add Information", for assistance.

Text:

FILE FIELDS:
Name
Address
City
State
Zip
Phone
Sex

FILE INFORMATION:

1. John Brown
204 Burn Avenue
Lake Forest, IL
60360
234-8110 Male

2. Suzanne Beel
91208 Wheel Way
Vernon Hills, IL
60660
367-9993 Female

3. Gordon Light
6481 Foote Drive
Grayslake, IL
60030
223-2233 Male

4. Heather Lynn
783 High Place
Antioch, IL
60002
395-8763 Female

5. Sean Blume
968 Nancy Lane
Highland Park, IL
60606
937-6801 Male

6. Fredrick Rogers
74098 Chechonie Trail
Waukegan, IL
60085
244-2440 Male

7. Sandra Perry
966 Moen Drive
Fox Lake, IL
60096
587-3456 Female

8. Edie Porter
538 Hingle Avenue
Mundelein, IL
60060
566-5657 Female

NOTE: Corrections will be made in the next competency. DO NOT worry about spelling errors. **Completed competency is displayed above.**

PERFORMANCE CHECKLIST 320

Establish File Fields, and Add Information

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. File 1, John Brown's name and information is keyed in.		
*	2. File 2, Suzanne Beel's name and information is keyed in.		
*	3. File 3, Gordon Light's name and information is keyed in.		
*	4. File 4, Heather Lynn's name and information is keyed in.		
*	5. File 5, Sean Blume's name and information is keyed in.		
*	6. File 6, Fredrick Rogers' name and information is keyed in.		
*	7. File 7, Sandra Perry's name and information is keyed in.		
*	8. File 8, Edie Porter's name and information is keyed in.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 8
TOTAL POINTS POSSIBLE = 8

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Move Cursor for Editing

COMPETENCY NO.: 325

STUDENT WILL: Move cursor for editing file information

GIVEN: Updated file information

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review procedure for moving cursor and editing information in a file in the software applications manual, located in the classroom.
2. Student should make a list of cursor movement keys on a separate sheet of paper.
3. Complete Activity Sheet 325, "Move Cursor for Editing".
4. Ask the instructor to review the monitor for evaluation.

EVALUATION: Score 9 out of 9, or 100%, on Performance Checklist 325, "Move Cursor for Editing".

ACTIVITY SHEET 325

Move Cursor for Editing

Directions:

Key in the following changes in the file fields from Competency 320, "Establishing File Fields, and Adding Information". Refer to the software applications manual, located in the classroom, and Performance Checklist 325, "Move Cursor for Editing". Correct all spelling errors.

Text:

1. Change John Brown's address to 897 Oak Avenue.
2. Change Suzanne Beel's phone number to 367-8668.
3. Change Gordon Light's zip code to 60031.
4. Change Heather Lynn's name to Heather Knight.
5. Change Sean Blume's address to 877 Lynn Lane.
6. Change Fredrick Rogers' name to Fred Rogers.
7. Change Sandra Perry's city to Long Lake, IL 60091.
8. Change Edie Porter's phone number to 587-6876.

PERFORMANCE CHECKLIST 325

Move Cursor for Editing

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Changed John Brown's address to 897 Oak Avenue.		
*	2. Changed Suzanne Peel's phone to 367-8668.		
*	3. Changed Gordon Light's zip code to 60031.		
*	4. Changed Heather Lynn's name to Heather Knight.		
*	5. Changed Sean Blume's address to 877 Lynn Lane.		
*	6. Changed Fredrick Rogers' name to Fred Rogers.		
*	7. Changed Sandra Perry's city to Long Lake, IL 60091.		
*	8. Changed Edie Porter's phone number to 587-6876.		
*	9. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 9
TOTAL POINTS POSSIBLE = 9

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Print File

COMPETENCY NO.: 330

STUDENT WILL: Print a file three separate times, changing print default values

GIVEN: A file

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review procedure for printing a file and changing the print default values in the software applications manual, located in the classroom.
2. Complete Activity Sheet 330, "Print File".
3. Print Activity Sheet 330, "Print File", for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 330, "Print File".

ACTIVITY SHEET 330

Print File

Directions:

Key in the following file. Print #1 file the first time with the left margin at 2, the right margin at 25, single-spaced, a top margin of 2 and a bottom margin of 2. Print #5 file the second time with the left margin at 12, the right margin at 40, double-spaced, a top margin of 4 and a bottom margin of 4. Print #8 file the third time with the left margin at 10, the right margin at 30, single-spaced, a top margin of 6 and a bottom margin of 6. Refer to software applications manual and Performance Checklist 330, "Print File", for assistance. All words must be spelled correctly.

Text:

1. LAST NAME: Moser
   FIRST NAME: Dave
   DEPT: Accounting
   HIRED DATE: 01/15/80
   EMPLOYEE NO.: 336-891

2. LAST NAME: Lile
   FIRST NAME: Sharron
   DEPT: Sales
   HIRED DATE: 09/25/79
   EMPLOYEE NO.: 337-632

3. LAST NAME: Thompson
   FIRST NAME: Herman
   DEPT: Purchasing
   HIRED DATE: 11/01/75
   EMPLOYEE NO.: 336-231

4. LAST NAME: Zinch
   FIRST NAME: Julie
   DEPT: Security
   HIRED DATE: 12/15/72
   EMPLOYEE NO.: 338-732

5. LAST NAME: Lee
   FIRST NAME: Marie
   DEPT: Marketing
   HIRED DATE: 08/15/78
   EMPLOYEE NO.: 337-189

6. LAST NAME: Byrd
   FIRST NAME: Jay
   DEPT: Accounting
   HIRED DATE: 10/15/81
   EMPLOYEE NO.: 339-358

7. LAST NAME: Lando
   FIRST NAME: Martin
   DEPT: Sales
   HIRED DATE: 02/30/80
   EMPLOYEE NO.: 339-789

8. LAST NAME: Wells
   FIRST NAME: Raymond
   DEPT: Purchasing
   HIRED DATE: 04/15/73
   EMPLOYEE NO.: 340-980

NOTE: Ability to set margins depends upon the software being used.

PERFORMANCE CHECKLIST 330

Print File

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Print #1 file with the left margin at 2, the right margin at 25; single-spaced; the top margin of 2 and the bottom margin of 2.		
*	2. Print #5 file with the left margin at 12, the right margin at 40; double-spaced; the top margin of 4 and the bottom margin of 4.		
*	3. Print #8 file with the left margin at 25, the right margin at 50; single-spaced; the top margin of 6 and the bottom margin of 6.		
*	4. All words are spelled correctly.		
*	5. All information is entered in the files.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Save, Protect, and Retrieve a File

COMPETENCY NO.: 335

STUDENT WILL: Save a file and verify the catalog, protect that same file with a password, and retrieve the file from the diskette

GIVEN: File fields and information to add to these fields

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for saving, protecting, and retrieving a file in the software applications manual, located in the classroom.
2. Complete Activity Sheet 335, "Save, Protect, and Retrieve a File".
3. Ask the instructor to review the monitor for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 335, "Save, Protect, and Retrieve a File".

NOTE: Save each competency by the competency number, (unless otherwise specified), for all remaining activities on the student diskette.

ACTIVITY SHEET 335

Save, Protect, and Retrieve a File

Directions:

Key in the following file fields and information from Competency 335, "Save, Protect, and Retrieve a File". Print the file; save the file as ACTSPR, then verify the catalog. Protect the file with a password, then retrieve the file after saving it. Refer to the software applications manual, located in the classroom, and Performance Checklist 335, "Save, Protect, and Retrieve a File", for assistance. All words must be spelled correctly.

Text:

1. John Brown
   204 Burn Avenue
   Lake Forest, IL
   60360
   234-8110 Male

2. Suzanne Beel
   91208 Wheel Way
   Vernon Hills, IL
   60660
   367-9993 Female

3. Gordon Light
   6481 Foote Drive
   Grayslake, IL
   60030
   223-2233 Male

4. Heather Lynn
   783 High Place
   Antioch, IL
   60002
   395-8763 Female

5. Sean Blume
   968 Nancy Lane
   Highland Park, IL
   60606
   937-6801 Male

6. Fredrick Rogers
   74098 Chechonie Trail
   Waukegan, IL
   60085
   244-2440 Male

7. Sandra Perry
   966 Moen Drive
   Fox Lake, IL
   60096
   587-3456 Male

8. Edie Porter
   538 Hingle Avenue
   Mundelein, IL
   60060
   566-5657 Female

NOTE: Completed competency is displayed above.

PERFORMANCE CHECKLIST 335

Save, Protect, and Retrieve a File

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Print the file.		
*	2. Save the file as ACTSPP, (verify the catalog).		
*	3. Protect the file with a password.		
*	4. Retrieve the file after saving it.		
*	5. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Rename, Create a Backup Copy, and Delete a File

COMPETENCY NO.: 340

STUDENT WILL: Rename, create a backup copy, and delete a file

GIVEN: File Fields and information to add to these fields

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure to delete, rename, and create a backup copy in the software applications manual, located in the classroom.
2. Complete Activity Sheet 340, "Rename, Create a Backup Copy, and Delete a File".
3. Ask the instructor to review the monitor for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 340, "Rename, Create a Backup Copy, and Delete a File".

HINT: Did you SAVE the file?

ACTIVITY SHEET 340

Rename, Create a Backup Copy, and Delete a File

Directions:

Load the following file from Competency 340, "Rename, Create a Backup Copy, and Delete a File", called ACTSPR. Print the file as it appears on the monitor. Then rename the file from ACTSPR to ACWRDC. Now that you have renamed your file, create a backup copy of this file on a blank diskette. (Make sure the blank diskette is formated or initialized for this program.) Now, delete ACTRDC from the original student diskette. Ask the instructor to view the monitor for evaluation. All words must be spelled correctly on your printout. Refer to the software applications manual, located in the classroom, and Product Checklist 340, "Rename, Create a Backup Copy, and Delete a File," for assistance.

Text

1. John Brown
204 Burn Avenue
Lake Forest, IL
60360
234-8110 Male

2. Suzanne Beel
91208 Wheel Way
Vernon Hills, IL
60660
367-9993 Female

3. Gordon Light
6481 Foote Drive
Grayslake, IL
60030
223-2233 Male

4. Heather Lynn
783 High Place
Antioch, IL
60002
395-8763 Female

5. Sean Blume
968 Nancy Lane
Highland Park, IL
60606
937-6801 Male

6. Fredrick Rogers
74098 Chechonie Trail
Waukegan, IL
60085
244-2440 Male

7. Sandra Perry
966 Moen Drive
Fox Lake, IL
60096
587-3456 Female

8. Edie Porter
538 Hingle Avenue
Mundelein, IL
60060
566-5657 Female

NOTE: Completed competency is displayed above.

PERFORMANCE CHECKLIST 340

Rename, Create a Backup Copy, and Delete a File

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Print the file.		
*	2. Rename the file from Activity SPR to Activity RDC.		
*	3. Create a backup copy of Activity RDC.		
*	4. Delete Activity RDC from the diskette.		
*	5. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Demonstrate Use of Search, Find, and Change

COMPETENCY NO.: 345

STUDENT WILL: Search files, find specific data and change information in a file

GIVEN: A file

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure to search, find, and change information in the software applications manual, located in the classroom.
2. Complete Activity Sheet 345, "Demonstrate Use of Search, Fine and Change."
3. Practice the use of search, find, and change while completing Activity Sheet 345, "Demonstrate Use of Search, Fine and Change."
4. Complete Test 345, "Demonstrate Use of Search, Fine and Change."

EVALUATION: Score 10 out of 10, or 100%, on Test 345, "Demonstrate Use of Search, Fine and Change."

HINT: Did you SAVE the file?

ACTIVITY SHEET 345

Demonstrate Use of Search, Find, and Change

Directions:

Key in the following information from Competency 330, "Print File". Refer to the software applications manual, located in the classroom for assistance. Then, SEARCH, FIND and CHANGE the following items.

Text:

1. LAST NAME: Moser
FIRST NAME: Dave
DEPT: Accounting
HIRED DATE: 01/15/80
EMPLOYEE NO.: 336-891

2. LAST NAME: Lile
FIRST NAME: Sharron
DEPT: Sales
HIRED DATE: 09/25/79
EMPLOYEE NO.: 337-632

3. LAST NAME: Thompson
FIRST NAME: Herman
DEPT: Purchasing
HIRED DATE: 11/01/75
EMPLOYEE NO.: 336-231

4. LAST NAME: Zinch
FIRST NAME: Julie
DEPT: Security
HIRED DATE: 12/15/72
EMPLOYEE NO.: 338-732

5. LAST NAME: Lee
FIRST NAME: Marie
DEPT: Marketing
HIRED DATE: 08/15/78
EMPLOYEE NO.: 337-189

6. LAST NAME: Byrd
FIRST NAME: Jay
DEPT: Accounting
HIRED DATE: 10/15/81
EMPLOYEE NO.: 339-358

7. LAST NAME: Lando
FIRST NAME: Martin
DEPT: Sales
HIRED DATE: 02/30/80
EMPLOYEE NO.: 339-739

8. LAST NAME: Wells
FIRST NAME: Raymond
DEPT: Purchasing
HIRED DATE: 04/15/73
EMPLOYEE NO.: 340-980

Items:

1. Search for Dave Moser; change Dave to David.
2. Who is Employee Number 338-732.
3. What is Wells' first name.
4. Change Julie Zinch's hired date to 12/30/72.
5. Herman Thompson's Employee Number should be 337-320.

TEST 345

Demonstrate Use of Search, Find, and Change

Use the SEARCH, FIND and CHANGE functions to answer these questions. Fill in the blank with the correct answer.

1. What is David Moser's employee number?

   ____

2. What is Lando's first name?

   ____

3. Who was hired after 01-01-80?

   ____

   ____

   ____

4. What department does Julie Zinch work in?

   ____

5. What is Herman Thompson's hired date?

   ____

6. How many people have last names beginning with the letter "L"?

   ____

7. How many employees began working for our company in the Purchasing Department before 1980?

   ____

8. How many employees did not work for us in the 1970s?

   ____

9. What is Thompson's employee number?

   ____

10. Name the employees that have an employee number beginning with 339.

    ____

    ____

TEST 345 ANSWERS

Demonstrate Use of Search, Find, and Change

1. 336-891
2. Martin
3. David Moser, Jay Byrd, Martin Lando
4. Security
5. 11/01/75
6. 3 (Lando, Lee, Lile)
7. 2 (Thompson, Wells)
8. 3 (Moser, Byrd, Lando)
9. 337-320
10. Byrd, Lando

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM:	Microcomputer Applications
JOB TITLE:	Database Management
COMPETENCY TITLE:	Insert, Replace, and Delete Records in a File
COMPETENCY NO.:	350
STUDENT WILL:	Insert, replace, and delete records in an existing file

GIVEN: A file and additional records

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for inserting, replacing, and deleting records in a file in the software applications manual, located in the classroom.
2. Complete Activity Sheet 350, "Insert, Replace, and Delete Records in a File".
3. Practice the use of insert, replace, and delete, while completing Activity Sheet 350, "Insert, Replace, and Delete Records in a File".
4. Print the activity for evaluation.

EVALUATION: Score 6 out of 6, or 100%, on Performance Checklist 350, "Insert, Replace, and Delete Records in a File".

ACTIVITY SHEET 350

Insert, Replace, and Delete Records in a File

Directions:

Load the file from Competency 350, "Insert, Replace, and Delete Records in a File". Replace, insert, and delete the following information in the records in this file. Refer to the software applications manual, located in the classroom, and Performance Checklist 350, "Insert, Replace, and Delete Records in a File".

Text:

1. Insert the following record in the file.

   LAST NAME: Johnson
   FIRST NAME: Timothy
   DEPT.: Sales
   HIRED DATE: 01/01/85
   EMPLOYEE NO.: 341-211

2. Delete the following record in the file.

   LAST NAME: Zinch
   FIRST NAME: Julie
   DEPT.: Security
   HIRED DATE: 12/15/72
   EMPLOYEE NO.: 338-732

3. Replace Julie Zinch's file after you have deleted it; but, change the hired date to 03/01/85, because she quit and then came back to work for our company.

4. Insert the following record in the file.

   LAST NAME: Erickson
   FIRST NAME: Leaf
   DEPT.: Purchasing
   HIRED DATE: 03/01/85
   EMPLOYEE NO.: 341-388

5. Delete the following record in the file.

   LAST NAME: Thompson
   FIRST NAME: Herman
   DEPT.: Purchasing
   HIRED DATE: 11/01/75
   EMPLOYEE NO.: 336-231

ACTIVITY SHEET 350 ANSWERS

Insert, Replace, and Delete Records in a File

1. LAST NAME: Moser
FIRST NAME: Dave
DEPT.: Accounting
HIRED DATE: 01/15/80
EMPLOYEE NO.: 336-891

2. LAST NAME: Lile
FIRST NAME: Sharron
DEPT.: Sales
HIRED DATE: 09/25/79
EMPLOYEE NO.: 337-632

3. LAST NAME: Zinch
FIRST NAME: Julie
DEPT.: Security
HIRED DATE: 03/01/85
EMPLOYEE NO.: 338-732

4. LAST NAME: Johnson
FIRST NAME: Timothy
DEPT.: Sales
HIRED DATE: 01/01/85
EMPLOYEE NO.: 341-211

5. LAST NAME: Lee
FIRST NAME: Marie
DEPT.: Marketing
HIRED DATE: 08/15/78
EMPLOYEE NO.: 337-189

6. LAST NAME: Byrd
FIRST NAME: Jay
DEPT.: Accounting
HIRED DATE: 10/15/81
EMPLOYEE NO.: 339-358

7. LAST NAME: Lando
FIRST NAME: Martin
DEPT.: Sales
HIRED DATE: 02/30/80
EMPLOYEE NO.: 339-789

8. LAST NAME: Wells
FIRST NAME: Raymond
DEPT.: Purchasing
HIRED DATE: 04/15/73
EMPLOYEE NO.: 340-980

9. LAST NAME: Erickson
FIRST NAME: Leaf
DEPT.: Purchasing
HIRED DATE: 03/01/85
EMPLOYEE NO.: 341-388

Layout may vary, depending upon the computer software being used.

PERFORMANCE CHECKLIST 350

Insert, Replace, and Delete Records in a File

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Insert the record for Timothy Johnson in the file correctly.		
*	2. Delete the record for Julie Zinch from the file correctly.		
*	3. Replace the record for Julie Zinch in the file correctly.		
*	[illegible] Insert the record for Leaf Erickson in the file correctly.		
*	5. Delete the record for Herman Thompson from the file correctly.		
*	6. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 6
TOTAL POINTS POSSIBLE = 6

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Arrange and Sort Records Alphabetically

COMPETENCY NO.: 355

STUDENT WILL: Arrange and sort records alphabetically

GIVEN: A file and file field information

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for arranging and sorting records alphabetically in the software applications manual, located in the classroom.
2. Complete Activity Sheet 355, "Arrange and Sort Records Alphabetically".
3. Print Activity 355, "Arrange and Sort Records Alphabetically", for evaluation.

EVALUATION: Score 3 out of 3, or 100%, on Performance Checklist 355, "Arrange and Sort Records Alphabetically".

ACTIVITY SHEET 355

Arrange and Sort Records Alphabetically

Directions:

Key in the following fields and file information in the order given. Set up the file, and then arrange and sort the file in alphabetical order according to the salesperson's last name. Refer to the software applications manual, located in the classroom, and Performance Checklist 355, "Arrange and Sort Records Alphabetically", for assistance. All words must be spelled correctly.

Text:

IBT		
Annual Sales Report		
Salesperson	Social Security Number	Home Address
Rebecca James	345-44-8769	203 Sunset Boulevard
Clarke Kennedy	887-98-1234	80259 Steele Street
Katherine O'Connell	333-78-6767	1585 Gress Avenue
John von Bok	223-33-9009	7088 Downes Street
Barbara Stenbeck	564-88-5432	1188 Grand Avenue
Gunnar Neilsen	408-77-5858	732 Noel
Margo Montgomery	231-67-4567	566 Park Avenue
Jeannine Hargroves	871-36-4242	3799 Cedar Avenue

ACTIVITY SHEET 355 (cont'd.)

Arrange and Sort Records Alphabetically

City, State, Zip	Company Address	Sales Territory
Detroit, MI 98122	811 Lisa Lane	No. Michigan
Baraboo, WI 56389	75811 Eric Street	Wisc./Minn.
Waterloo, IA 73188	346 Brian Boulevard	Iowa/Kansas
Ames, OH 48318	677 Sharon Street	Ohio/Indiana
Chicago, IL 60660	583 Blue Avenue	Illinois
Lansing, MI 68911	6363 Lincoln Lane	So. Michigan
Springfield, MO 38001	2300 Don Drive	Missouri
Louisville, KY 21432	3200 Kelly Court	Kentucky

Trimline	Wallphone	Princess	Designline
403.75	149.40	94.03	740.03
111.59	123.11	31.10	1270.53
225.33	95.22	52.25	962.78
700.26	63.70	37.00	2581.37
475.97	47.47	74.75	1139.99
900.10	45.90	59.00	3752.22
101.85	90.90	61.80	2112.66
332.80	53.33	75.04	1001.44

ACTIVITY SHEET 355 ANSWERS

Arrange and Sort Records Alphabetically

IBT

Annual Sales Report

Salesperson	Social Security No.	Home Address
John von Bok	223-33-9009	7088 Downes Street
Jeannine Hargroves	871-36-4242	3799 Cedar Avenue
Rebecca James	345-44-6769	208 Sunset Boulevard
Clarke Kennedy	887-98-1234	80259 Steele Street
Margo Montgomery	231-67-4567	566 Park Avenue
Gunnar Neilsen	408-77-5858	732 Noel
Katherine O'Connell	333-78-5767	1385 Gress Avenue
Barbara Stenbeck	564-88-5432	1188 Grand Avenue

ACTIVITY SHEET 355 ANSWERS (cont'd.)

Arrange and Sort Records Alphabetically

City, State, Zip	Company Address	Sales Territory
Ames, OH 48318	677 Sharon Street	Ohio/Indiana
Louisville, KY 21432	3200 Kelly Court	Kentucky
Detroit, MI 98122	811 Lisa Lane	No. Michigan
Baraboo, WI 56389	75811 Eric Street	Wisc./Minn.
Springfield, MO 38001	2300 Don Drive	Missouri
Lansing, MI 68911	6363 Lincoln Lane	So. Michigan
Waterloo, IA 73188	346 Brian Boulevard	Iowa/Kansas
Chicago, IL 60660	583 Blue Avenue	Illinois

Trimline	Wallphone	Princess	Designline
700.26	63.70	37.00	2581.37
332.80	53.33	75.04	1001.44
403.75	149.40	94.03	740.03
111.59	123.11	31.10	1270.53
101.85	90.90	61.80	2112.66
900.10	45.90	59.00	3752.22
225.33	95.22	52.25	962.78
475.97	47.47	74.75	1139.99

PERFORMANCE CHECKLIST 355

Arrange and Sort Records Alphabetically

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Print the file as per Activity Sheet 355, "Arrange and Sort Records Alphabetically".		
*	2. Print the file in an alphabetical order.		
*	3. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 3
TOTAL POINTS POSSIBLE = 3

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Move and Delete a Field

COMPETENCY NO.: 360

STUDENT WILL: Move and Delete a field in an existing file

GIVEN: An existing file and directions to move and delete a file

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for moving a field and deleting a field in the software applications manual, located in the classroom.
2. Complete Activity Sheet 360, "Move and Delete a Field".
3. Print Activity Sheet 360, "Move and Delete a Field", for evaluation.

EVALUATION: Score 10 out of 10, or 100%, on Performance Checklist 360, "Move and Delete a Field".

ACTIVITY SHEET 360

Move and Delete a Field

Directions:

Load in the file from Competency 355, "Arrange and Sort Records Alphabetically". Move and delete the following fields in the order in which they are listed. Print the new report when you have finished. Refer to the software applications manual, located in the classroom, and Performance Checklist 360, "Move and Delete a Field", for assistance.

Text:

1. Social Security Number.
2. Salesperson.
3. Delete Address.
4. Move Company Address into the place of Home Address.
5. City, State and Zip.
6. Sales Territory follows City, State and Zip.
7. Move Designline after Sales Territory.
8. Move Princess after Designline.
9. Delete both Trimline and Wallphone fields.

ACTIVITY SHEET 360 (cont'd.)

Move and Delete a Field

IBT		
Annual Sales Report		
Salesperson	Social Security Number	Home Address
Rebecca James	345-44-8769	208 Sunset Boulevard
Clarke Kennedy	887-98-1234	80259 Steele Street
Katherine O'Connell	333-78-6767	1585 Gress Avenue
John von Bok	223-33-9009	7088 Downes Street
Barbara Stenbeck	564-88-5432	1188 Grand Avenue
Gunnar Neilsen	408-77-5858	732 Noel
Margo Montgomery	231-67-4567	566 Park Avenue
Jeannine Hargroves	871-36-4242	3799 Cedar Avenue

ACTIVITY SHEET 360 (cont'd.)

Move and Delete a Field

City, State, Zip	Company Address	Sales Territory
Detroit, MI 98122	811 Lisa Lane	No. Michigan
Baraboo, WI 56389	75811 Eric Street	Wisc./Minn.
Waterloo, IA 73188	346 Brian Boulevard	Iowa/Kansas
Ames, OH 48318	677 Sharon Street	Ohio/Indiana
Chicago, IL 60660	583 Blue Avenue	Illinois
Lansing, MI 68911	6363 Lincoln Lane	So. Michigan
Springfield, MO 38001	2300 Don Drive	Missouri
Louisville, KY 21432	3200 Kelly Court	Kentucky

Trimline	Wallphone	Princess	Designline
403.75	149.40	94.03	740.03
111.59	123.11	31.10	1270.53
225.33	95.22	52.25	962.78
700.26	63.70	37.00	2581.37
475.97	47.47	74.75	1139.99
900.10	45.90	59.00	3752.22
101.85	90.90	61.80	2112.66
332.80	53.33	75.04	1001.44

ACTIVITY SHEET 360 ANSWERS

Move and Delete a Field

IBT		
Annual Sales Report		
Social Security Number	Salesperson	Company Address
345 44 8769	Rebecca James	811 Lisa Lane
887 98 1234	Clarke Kennedy	75811 Eric Street
333 78 6767	Katherine O'Connell	346 Brian Boulevard
223 33 9009	John von Bok	677 Sharon Street
564 88 5432	Barbara Stenbeck	583 Blue Avenue
408 77 5858	Gunnar Neilsen	6363 Lincoln Lane
231 67 4567	Margo Montgomery	2300 Don Drive
871 36 4242	Jeannine Hargroves	3200 Kelly Court

City, State, Zip	Sales Territory	Designline	Princess
Detroit, MI 98122	No. Michigan	740.03	94.03
Baraboo, QI 56389	Wisc./Minn.	1270.53	31.10
Waterloo, IA 73183	Iowa/Kansas	962.78	52.25
Ames, OH 48318	Ohio/Indiana	2581.37	37.00
Chicago, IL 60660	Illinois	1139.99	74.75
Lansing, MI 68911	So. Michigan	3752.22	59.00
Springfield, MO 38001	Missouri	2112.66	61.80
Louisville, KY 21432	Kentucky	1001.44	75.04

PERFORMANCE CHECKLIST 360

Move and Delete a Field

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
*	1. Field one is Social Security Number.		
*	2. Field two is Salesperson.		
*	3. Field three is Company Address.		
*	4. Field four is City, State and Zip.		
*	5. Field five is Sales Territory.		
*	6. Field six is Designline.		
*	7. Field seven is Princess.		
*	8. Delete the Trimline field.		
*	9. Delete the Wallphone field.		
*	10. All the words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 10
TOTAL POINTS POSSIBLE = 10

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Arrange and Sort Records Numerically

COMPETENCY NO.: 365

STUDENT WILL: Arrange and sort records numerically

GIVEN: A file and file field information

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for arranging and sorting records numerically in the software applications manual, located in the classroom.
2. Complete Activity Sheet 365, "Arrange and Sort Records Numerically".
3. Print Activity Sheet 365, "Arrange and Sort Records Numerically", for evaluation.

EVALUATION: Score 3 out of 3, or 100%, on Performance Checklist 365, "Arrange and Sort Records Numerically".

ACTIVITY SHEET 365

Arrange and Sort Records Numerically

Directions:

Load in the following fields and file information from Activity 365, "Arrange and Sort Records Numerically". Set up the file, and then arrange and sort the file in numeric order according to the social security number. Refer to the software applications manual, located in the classroom, and Performance Checklist 365, "Arrange and Sort Records Numerically", for assistance. All words must be spelled correctly.

Text:

<table>
<tr><th colspan="3">IBT</th></tr>
<tr><th colspan="3">Annual Sales Report</th></tr>
<tr><th>Salesperson</th><th>Social Security Number</th><th>Home Address</th></tr>
<tr><td>Rebecca James</td><td>345 44 3769</td><td>208 Sunset Boulevard</td></tr>
<tr><td>Clarke Kennedy</td><td>837 98 1234</td><td>80259 Steele Street</td></tr>
<tr><td>Katherine O'Connell</td><td>333 78 6767</td><td>1585 Gress Avenue</td></tr>
<tr><td>John von Bok</td><td>223 33 9009</td><td>7088 Downes Street</td></tr>
<tr><td>Barbara Stenbeck</td><td>564 88 5432</td><td>1188 Grand Avenue</td></tr>
<tr><td>Gunnar Neilsen</td><td>408 77 5358</td><td>732 Noel</td></tr>
<tr><td>Margo Montgomery</td><td>231 67 4567</td><td>566 Park Avenue</td></tr>
<tr><td>Jeannine Hargroves</td><td>871 36 4242</td><td>3799 Cedar Avenue</td></tr>
</table>

ACTIVITY SHEET 365

Arrange and Sort Records Numerically

City, State, Zip	Company Address	Sales Territory
Detroit, MI 98122	811 Lisa Lane	No. Michigan
Baraboo, WI 56389	75811 Eric Street	Wisc./Minn.
Waterloo, IA 73188	346 Brian Boulevard	Iowa/Kansas
Ames, IA 48318	677 Sharon Street	Ohio/Indiana
Chicago, IL 60660	583 Blue Avenue	Illinois
Lansing, MI 68911	6363 Lincoln Lane	So. Michigan
Springfield, MO 38001	2300 Don Drive	Missouri
Louisville, KY 21432	3200 Kelly Court	Kentucky

Trimline	Wallphone	Princes	Designline
403.75	149.40	94.03	740.03
111.59	123.11	31.10	1270.53
225.33	95.22	52.25	962.78
700.26	63.70	37.00	2581.37
475.97	47.47	74.75	1139.99
900.10	45.90	59.00	3752.22
101.85	90.90	61.80	2112.66
332.80	53.33	75.04	1001.44

ACTIVITY SHEET 365 ANSWERS

Arrange and Sort Records Numerically

IBT		
Annual Sales Report		
Salesperson	Social Security Number	Home Address
John von Bok	223 33 9009	7088 Downes Street
Margo Montgomery	231 67 4567	566 Park Avenue
Katherine O'Connell	333 78 6767	1585 Gress Avenue
Rebecca James	345 44 8769	208 Sunset Boulevard
Gunnar Neilsen	408 77 5858	732 Noel
Barbara Stenbeck	564 88 5432	1188 Grand Avenue
Jeannine Hargroves	871 36 4242	3799 Cedar Avenue
Clarke Kennedy	887 98 1234	80259 Steele Street

ACTIVITY SHEET 365 ANSWERS (cont'd.)

Arrange and Sort Records Numerically

City, State, Zip	Company Address	Sales Territory
Ames, OH 48318	677 Sharon Street	Ohio/Indiana
Springfield, MO 38001	2300 Don Drive	Missouri
Waterloo, IA 73188	346 Brian Boulevard	Iowa/Kansas
Detroit, MI 98122	811 Lisa Lane	No. Michigan
Lansing, MI 68911	6363 Lincoln Lane	So. Michigan
Chicago, IL 60660	583 Blue Avenue	Illinois
Louisville, KY 21432	3200 Kelly Court	Kentucky
Baraboo, WI 56389	75811 Eric Street	Wisc./Minn.

Trimline	Wallphone	Princess	Designline
700.26	63.70	37.00	2581.37
101.85	90.90	61.30	2112.66
225.33	95.22	52.25	962.78
403.75	149.40	94.03	740.03
900.10	45.90	59.00	3752.22
475.97	47.47	74.75	1139.99
332.80	53.33	75.04	1001.44
11.59	123.11	31.10	1270.53

PERFORMANCE CHECKLIST 365

Arrange and Sort Records Numerically

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Print file arranged in numerical order, according to Social Security Number.		
*	2. All data is entered correctly.		
*	3. All the words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 3
TOTAL POINTS POSSIBLE = 3

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Change Report Layout

COMPETENCY NO.: 370

STUDENT WILL: Change report layout by deleting five fields

GIVEN: A file and file field information

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for changing file layout by deleting certain fields in the software applications manual, located in the classroom.
2. Complete Activity Sheet 370, 'Change Report Layout".
3. Print Activity Sheet 370, "Change Report Layout", for evaluation.

EVALUATION: Score 6 out of 6, or 100%, on Performance Checklist 370, "Change Report Layout".

ACTIVITY SHEET 370

Change Report Layout

Directions:

Load in the following fields and file information from Activity 355, "Arrange and Sort Records Alphabetically". Set up the file, then print the report with the following five fields deleted: Company Address, Trimline; Wallphone; Princess; and Designline. Refer to the software applications manual and Performance Checklist 370, "Change Report Layout", for assistance. All words must be spelled correctly.

Text:

IBT		
Annual Sales Report		
Salesperson	Social Security Number	Home Address
Rebecca James	345 44 8769	208 Sunset Boulevard
Clarke Kennedy	887 98 1234	80259 Steele Street
Katherine O'Connell	333 78 6767	1585 Gress Avenue
John von Bok	223 33-9009	7088 Downes Street
Barbara Stenbeck	564 88 5432	1188 Grand Avenue
Gunnar Neilsen	408 77 5858	732 Noel
Margo Montgomery	231 67 4567	566 Park Avenue
Jeannine Hargroves	871 36 4242	3799 Cedar Avenue

ACTIVITY SHEET 370 (cont'd.)

Change Report Layout

City, State, Zip	Company Address	Sales Territory
Detroit, MI 98122	811 Lisa Lane	No. Michigan
Baraboo, WI 56389	75811 Eric Street	Wisc./Minn.
Waterloo, IA 73188	346 Brian Boulevard	Iowa/Kansas
Ames, OH 48318	677 Sharon Street	Ohio/Indiana
Chicago, IL 60660	583 Blue Avenue	Illinois
Lansing, MI 68911	6363 Lincoln Lane	So. Michigan
Springfield, MO 38001	2300 Don Drive	Missouri
Louisville, KY 21432	3200 Kelly Court	Kentucky

Trimline	Wallphone	Princess	Designline
403.75	149.40	94.03	740.03
111.59	123.11	31.10	1270.53
225.33	95.22	52.25	962.78
700.26	63.70	37.00	2581.37
475.97	47.47	74.75	1139.99
900.10	45.90	59.00	3752.22
101.85	90.90	61.80	2112.66
332.80	53.33	75.04	1001.44

ACTIVITY SHEET 370 ANSWERS

Change Report Layout

IBT

Annual Sales Report

Salesperson	Social Security Number	Home Address	City, State, Zip	Sales Territory
Rebecca James	345 44 8769	208 Sunset Boulevard	Detroit, MI 98122	No. Michigan
Clark Kennedy	387 98 1234	80259 Steele Street	Baraboo, WI 56389	Wisc./Minn.
Katherine O'Connell	333 78 6767	1585 Gress Avenue	Waterloo, IA 73188	Iowa/Kansas
John von Bok	223 33 9009	7088 Downes Street	Ames, OH 48318	Ohio/Indiana
Barbara Stenbeck	564 88 5432	1188 Grand Avenue	Chicago, IL 60660	Illinois
Gunnar Neilsen	408 77 5858	732 Noel	Lansing, MI 68911	So. Michigan
Margo Montgomery	231 67 4567	566 Park Avenue	Springfield, MO 38001	Missouri
Jeannine Hargroves	371 36 4242	3799 Cedar Avenue	Louisville, KY 21432	Kentucky

PERFORMANCE CHECKLIST 370

Change Report Layout

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Print the report with the Company Address field deleted.		
*	2. Print the report with the Trimline field deleted.		
*	3. Print the report with the Wallphones field deleted.		
*	4. Print the report with the Princess field deleted.		
*	5. Print the report with the Designline field deleted.		
*	6. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 6
TOTAL POINTS POSSIBLE = 6

BEST COPY AVAILABLE

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Change Colum Layout

COMPETENCY NO.: 375

STUDENT WILL: Change column layout on an existing file

GIVEN: A file and file field information

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for changing column layout in a file in the software applications manual, located in the classroom.
2. Complete Activity Sheet 375, "Change Column Layout".
3. Print Activity Sheet 375, "Change Column Layout", for evaluation.

EVALUATION: Score 11 out of 11, or 100%, on Performance Checklist 375, "Change Column Layout".

BEST COPY AVAILABLE

ACTIVITY SHEET 375

Change Column Layout

Directions:

Load in the fields and file information from Activity 360, "Move and Delete a Field:. Refer to the software applications manual, located in the classroom, and Performance Checklist 375, "Change Column Layout", for assistance. All words must be spelled correctly. Set up the file; then change the column layout so that the file is arranged in the following order:

Text:

1. Salesperson
2. Home Address
3. Company Address
4. City, State, Zip
5. Social Security Number
6. Sales Territory
7. Trimline
8. Designline
9. Wallphones
10. Princess

PERFORMANCE CHECKLIST 375

Change Column Layout

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Salesperson located in the first field on a printout.		
*	2. Address located in the second field on a printout.		
*	3. Company Address located in the third field on a printout.		
*	4. City, State, Zip located in the fourth field on a printout.		
*	5. Social Security Number located in the fifth field on a printout.		
*	6. Sales Territory located in the sixth field on a printout.		
*	7. Trimline located in the seventh field on a printout.		
*	8. Designline located in the eighth field on a printout.		
*	9. Wallphones located in the ninth field on a printout.		
*	10. Princess located in the tenth field on a printout.		
*	11. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 11
TOTAL POINTS POSSIBLE = 11

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM:	Microcomputer Applications
JOB TITLE:	Database Management
COMPETENCY TITLE:	Edit Numeric Fields
COMPETENCY NO.:	380
STUDENT WILL:	Edit numeric fields on an existing file

GIVEN: An existing file

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for editing numeric fields in the software applications manual, located in the classroom.
2. Complete Activity Sheet 380, "Edit Numeric Fields".
3. Print Activity 380, "Edit Numeric Fields", for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 380, "Edit Numeric Fields".

ACTIVITY SHEET 380

Edit Numeric Fields

Directions:

Perform the following functions to edit or justify the numeric categories. All the decimal points should line up under each other. Each category should have two decimal places. Trimline and Wallphone should have three spaces before the decimal point. Designline should have four spaces before the decimal point. Refer to the software applications manual, located in the classroom, and Performance Checklist 380, "Edit Numeric Fields", for assistance. Print file for evaluation.

Text:

1. Load the file from Activity 355, "Arrange and Sort Records Alphabetically".

2. Delete the fields: Social Security Number
   Home Address
   City, State, Zip
   Company Address
   Sales Territory

3. Edit the numeric fields: Trimline
   Wallphone
   Princess
   Designline

PERFORMANCE CHECKLIST 380

Edit Numeric Fields

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Trimline field is edited, i.e., all decimal points are lined up under each other.		
*	2. Wallphone field is edited, i.e., all decimal points are lined up under each other.		
*	3. Princess field is edited, i.e., all decimal points are lined up under each other.		
*	4. Designline field is edited, i.e., all decimal points are lined up under each other.		
*	5. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Enter Formula for Calculating Fields

COMPETENCY NO.: 385

STUDENT WILL: Enter formula for calculating fields

GIVEN: An existing file and calculating formula

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for entering a formula for calculating a field in the software applications manual, located in the classroom.
2. Complete Activity Sheet 385, "Enter Formula for Calculating Fields
3. Print Activity Sheet 385, "Enter Formula for Calculating Fields", for evaluation.

EVALUATION: Score 9 out of 9, or 100%, on Performance Checklist 385, "Enter Formula for Calculating Fields"

ACTIVITY SHEET 385

Enter Formula for Calculating Fields

Directions:

Perform the following functions to enter a formula for calculating numeric fields. Refer to the software applications manual, located in the classroom, and Performance Checklist 385, "Enter Formula for Calculating Fields", for assistance. Print file for evaluation. All words must be spelled correctly.

Text:

1. **Add a field called TOTAL SALES at the end of each record.**
2. **Edit or justify the field with two decimal places.**
3. **Edit or justify the field with five spaces before the decimal point.**
4. **Enter the formula for the calculating field.**

(Trimline + Wallphone + Princess + Designline = TOTAL SALES)

ACTIVITY SHEET 385 ANSWERS

Enter Formula for Calculating Fields

Trimline	Wallphone	Princess	Designline	Total Sales
403.75	149.40	94.03	740.03	1387.21
111.59	123.11	31.10	1270.53	1536.33
225.33	95.22	52.25	962.78	1335.58
700.26	63.70	37.00	2581.37	3382.33
475.97	47.47	74.75	1139.99	1738.18
900.10	45.90	59.00	3752.22	4757.22
101.85	90.90	61.80	2112.66	1467.21
332.30	53.33	75.04	1001.44	1462.61

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PERFORMANCE CHECKLIST 385

Enter Formula for Calculating Fields

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Total the sales for Rebecca James.		
*	2. Total the sales for Clarke Kennedy.		
*	3. Total the sales for Katherine O'Connell.		
*	4. Total the sales for John von Bok.		
*	5. Total the sales for Barbara Stenbeck.		
*	6. Total the sales for Gunnar Neilsen.		
*	7. Total the sales for Margo Montgomery.		
*	8. Total the sales for Jeannine Hargroves.		
*	9. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 9
TOTAL POINTS POSSIBLE = 9

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Print Mailing Labels

COMPETENCY NO.: 390

STUDENT WILL: Print mailing labels from an existing file

GIVEN: An existing file and mailing labels

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for printing mailing labels in the software applications manual, located in the classroom.
2. Complete Activity Sheet 390, "Print Mailing Labels".
3. Print Activity Sheet 390, "Print Mailing Labels", for evaluation.

EVALUATION Score 10 out of 10, or 100%, on Performance Checklist 390, "Print Mailing Labels."

ACTIVITY SHEET 390

Print Mailing Labels

Directions:

Load in the file from Activity 355, "Arrange and Sort Records Alphabetically". Print an address label for each person in the file, using their home address. Print the addresses on 4 1/2 x 15/16-inch mailing labels. Refer to the software applications manual, located in the classroom, and Performance Checklist 390, "Print Mailing Labels", for assistance. The labels should look at follows:

Text:

Mr. John von Bok
677 Sharon Street
Ames, OH 48318

Ms. Margo Montgomery
2300 Don Drive
Springfield, MO 38011

Ms. Jeannine Hargroves
3200 Kelly Court
Louisville, KY 21432

Mr. Gunnar Neilsen
6363 Lincoln Lane
Lansing, MI 68911

Ms. Rebecca James
811 Lisa Lane
Detroit, MI 98122

Ms. Katherine O'Connell
346 Brian Boulevard
Waterloo, IA 73188

Mr. Clarke Kennedy
75811 Eric Street
Baraboo, WI 56389

Ms. Barbara Stenbeck
583 Blue Avenue
Chicago, IL 60660

PERFORMANCE CHECKLIST 390

Print Mailing Labels

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Label is printed for Rebecca James.		
*	2. Label is printed for Clarke Kennedy.		
*	3. Label is printed for Katherine O'Connell.		
*	4. Label is printed for John von Bok.		
*	5. Label is printed for Barbara Stenbeck.		
*	6. Label is printed for Gunnar Neilsen.		
*	7. Label is printed for Margo Montgomery.		
*	8. Label is printed for Jeannine Montgomery.		
*	9. Information is centered on labels.		
*	10. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 10
TOTAL POINTS POSSIBLE = 10

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Print Selected Records

COMPETENCY NO.: 395

STUDENT WILL: Print selected records from an existing file

GIVEN: An existing file and selected records

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for printing selected records in the software applications manual, located in the classroom.
2. Complete Activity Sheet 395, "Print Selected Records".
3. Print Activity Sheet 395, "Print Selected Records", for evaluation.

EVALUATION: Score 4 out of 4, or 100%, on Performance Checklist 395, "Print Selected Records".

ACTIVITY SHEET 395

Print Selected Records

Directions:

Load in the file from Activity Sheet 355, "Arrange and Sort Records Alphabetically". Print only the NAME, ADDRESS, and AMOUNT SOLD for this Activity.

Text:

Print the following records:

A. Salespeople who have sold more than 60.00 in Princess phones

B. Salespeople who live in Michigan and have sales greater than 100.00 in Wallphones.

C. Salespeople with sales less than or equal to 200.00 for Trimline phones.

ACTIVITY SHEET 395 ANSWERS

A. Rebecca James
208 Sunset Boulevard
Detroit, MI 98122
94.03

Barbara Stenbeck
1188 Grand AVenue
Chicago, IL 60660
74.75

Margo Montgomery
566 Park Avenue
Springfield, MO 38001
61.80

Jeannine Hargroves
3799 Cedar AVenue
Louisville, KY 21432
75.04

B. Rebecca James
208 Sunset Boulevard
Detroit, MI 98122
149.40

C. Clarke Kennedy
30259 Steele Street
Baraboo, WI 56389
111.59

Margo Montgomery
566 Park Avenue
Springfield, MO 38001
101.85

PERFORMANCE CHECKLIST 395

Print Selected Records

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	NO
*	1. File is printed for Salespersons who have sold more than 60.00 in Princess phones.		
*	2. File is printed for Salesperson who lives in Michigan and has sales greater than 100.00 in Wallphones		
*	3. File is printed for Salesperson with sales less than or equal to 200.00 for Trimline phones.		
*	4. All words are spelled correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 4
TOTAL POINTS POSSIBLE = 4

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PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Use Print Commands

COMPETENCY NO.: 400

STUDENT WILL: Demonstrate knowledge of using print commands

GIVEN: A five-item test

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for using print commands on Information Sheet 400, "Use Print Commands", and in the software applications manual, located in the classroom.
2. Complete Test 400, "Use Print Commands", for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Test 400, "Use Print Commands".

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INFORMATION SHEET 400

Use Print Commands

We have demonstrated the use of some of the basic print commands in Wordprocessing Competency 125, "Print File", such as left and right margins, and line intervals of single-, double- or triple-spacing. Now, we are going to discuss some of the other basic print commands.

Page interval means the number of lines from the top of one page to the top of the next page. The usual size of a sheet of paper is 8½ x 11". This allows 6 vertical lines per 1 inch of paper, or 66 lines on a regular sheet of paper.

Single page sets up the printer for either a single sheet of continuous paper, or form-feed paper as it is sometimes called. Of course, when you have a single page, it should eject the page out of the printer to indicate it is the end or last item to be printed.

When setting up your left and right margins, something to keep in mind, because all printers are not the same, is the horizontal spaces per inch that can be typed by your printer. Similar to a typewriter, printers can type in either pica or elite type. Some printers have either pica or elite type, but some printers give you the option of choosing pica or elite type. The difference between the two are: pica has 10 characters per one horizontal inch; and elite has 12 characters per one horizontal inch. Therefore, on a standard sheet of typing paper, pica allows 85 characters across the page and elite allows 102 characters across the page.

NOTE: In most printers the printer has a default value set into it. This means that if you do NOT change the default value to a desired value, the printer automatically prints your document according to the default value. Therefore, make sure that you have set up your printer to the desired print values before printing your document.

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TEST 400

Use Print Commands

CIRCLE the correct answer(s) to the following.

1. What is the size of a standard sheet of typing paper?

   A. 8 x 11½"

   B. 8½ x 11"

   C. 8 x 11"

2. How many vertical lines of type are in one inch of a sheet of paper?

   A. 6 lines

   B. 7 lines

   C. 8 lines

3. Another name for continuous paper is

   A. single page.

   B. ejected sheet.

   C. form feed.

4. In one inch of horizontal type, how many pica characters can be typed?

   A. 10

   B. 12

   C. 14

5. In one inch of horizontal type, how many elite characters can be typed?

   A. 10

   B. 12

   C. 14

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TEST 400 ANSWERS

Use Print Commands

1. B
2. A
3. C
4. A
5. B

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PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Database Management

COMPETENCY TITLE: Demonstrate Simple Troubleshooting Techniques

COMPETENCY NO.: 405

STUDENT WILL: Demonstrate knowledge of simple troubleshooting techniques

GIVEN: A five-item test

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the procedure for simple troubleshooting techniques on Information Sheet 405, "Demonstrate Simple Troubleshooting Techniques", and in the software applications manual, located in the classroom.
2. Practice simple troubleshooting techniques using Information Sheet 405, "Demonstrate Simple Troubleshooting Techniques".
3. Complete Test 405, "Demonstrate Simple Troubleshooting Techniques" for evaluation.

EVALUATION: Score 5 out of 5, or 100%, on Test 405, "Demonstrate Simple Troubleshooting Techniques".

INFORMATION SHEET 405

Demonstrate Simple Troubleshooting Techniques

Preventive maintenance aims at avoiding and preventing malfunctions on a computer system. We will discuss briefly some preventive maintenance you can do when working with your computer.

In normal situations, if the system fails we should always suspect the operator (you) first; software problems second; and then the hardware or computer system last. Also, the best thing to do is try again using the order of operations that you took that led to the problem, i.e., check the color intensity of the monitor. This usually clears most problems.

If the problem still exists, check the software. Is the diskette in the disk drive properly. Make another copy of the program, using a new diskette. If the problem clears, then the diskette you had might have been contaminated.

If this does not clear the problem, check all mechanical connections, starting with the most obvious, the electrical plug. Check all the cables for loose connections or improper connections and that all fuses have power to them.

Another solution to our problem might be too high a temperature in the room. If the computer problem seems to be erratic, then turn on the air donditioner or get a fan and cool down the system.

Of course, in our haste to find a mechanical problem, we have bypassed one basic point. Make sure the diskette is NOT full. The capacity of the diskette may be such that you are no longer able to save any more information on it. If this is true, get another blank diskette and save your file on another diskette.

If you cannot find a solution to the problem, of course, consider the malfunction due to a faulty program or to faulty hardware. In this case, contact the company or vendor that sold the system or package to you, and set up an appointment for a maintenance visit.

Following these few ideas can usually eliminate any problem that might occur. Remember, if you take care of your computer, it will take care of you.

TEST 405

Demonstrate Simple Troubleshooting Techniques

CIRCLE the correct answer(s) to the following.

1. If the computer system fails, we should do what first.
   A. check software

   B. check hardware

   C. Suspect the operator

2. An example of checking the software is
   A. making sure the diskette is in the disk drive properly.

   B. making another copy of the program, using a new diskette.

   C. both A and B.

3. If the problem to the computer is mechanical
   A. check all cables for loose or improper connections.

   B. ask the instructor for assistance.

   C. check the color intensity.

4. Check which one is NOT a problem.
   A. Too high a temperature in the room

   B. a formatted diskette

   C. a full diskette

5. If you cannot find a solution to the problem
   A. call the company or vendor that sold the system to you.

   B. keep trying until you find the problem.

   C. never use a computer again.

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TEST 405 ANSWERS

Demonstrate Simple Troubleshooting Techniques

1. C
2. C
3. A
4. B
5. A

SPREADSHEET MANAGEMENT COMPETENCY LIST:

500 Demonstrate Knowledge of Spreadsheets
505 Boot the Applications Program
510 Demonstrate Knowledge of Disk Operating System
515 Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets
520 Access Spreadsheet Commands
525 Change Column Widths
530 Enter Labels and Titles onto Spreadsheet
535 Edit Entries
540 Enter Numeric Cell Contents onto a Spreadsheet
545 Copy Labels and Numeric Entries
550 Demonstrate Knowledge of Arithmetic Operations
555 Enter Formulas
560 Replicate Formulas
565 Enter Formulas with Functions
570 Enter a Function to Search a Table
575 Enter Formulas with Conditional Expressions
580 Protect Formula Entries, and Blank a Spreadsheet
585 Understand Basics of Printers
590 Print a Spreadsheet
595 Insert, Delete, and Move Rows and Columns
600 Name a Range of Cells
605 Save and Retrieve a Range of Cells
610 Copy Rows and Columns
615 Merge Spreadsheets
620 Freeze Labels While Scrolling
625 Add Windows to Monitor
630 Define Database Terminology
635 Sort Records
640 Perform Statistical Database Functions
645 Search for Selected Records
650 Extract Selected Records
655 Print Mailing Labels
660 Develop Spreadsheet Graphics
665 Demonstrate Recalculation
670 Transfer a Manual Office Function onto Electronic Spreadsheet
675 Demonstrate Knowledge of Integrated Software Applications
680 Demonstrate Simple Troubleshooting Techniques

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Demonstrate Knowledge of Spreadsheets

COMPETENCY NO.: 500

STUDENT WILL: Identify applications for spreadsheets, define terminology used in spreadsheets, and identify advantages of computerized spreadsheets

GIVEN: A fifteen-item test

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review Information Sheet 500, "Demonstrate Knowledge of Spreadsheets".
2. Review the software applications manual, located in the classroom, procedure of cell names and spreadsheet terminology.
3. Complete Activity Sheet 500, "Demonstrate Knowledge of Spreadsheets".
4. Check Activity Sheet 500 Answers, "Demonstrate Knowledge of Spreadsheets".
5. Complete and hand in Test 500, "Demonstrate Knowledge of Spreadsheets".

EVALUATION: Score 14 out of 15, or 93%, on Test 500, "Demonstrate Knowledge of Spreadsheets".

NOTE: Answers may vary, depending upon the software being used.

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INFORMATION SHEET 500

Demonstrate Knowledge of Spreadsheets

Software packages which create spreadsheets are one of the most useful management tools microcomputing offers. For many businesses, the need to create spreadsheets justifies purchasing a microcomputer. This Information Sheet provides definitions and concepts needed to work with spreadsheets.

Spreadsheets are hard to define because they are useful in a wide variety of applications. Asking: "What can I do with a spreadsheet", is like asking: "What can I do with a pencil, a sheet of paper, and a calculator?" Spreadsheet Applications Software is a set of programs (instructions to a computer) that enables tasks that involve calculations and that can be placed on a page in rows and columns to be performed with the power of a computer. Below is an example spreadsheet.

ITEM	PRICE	NUMBER	COST
Yogurt	.50	2	1.00
Bread	1.25	3	3.75
Butter	1.69	1	1.69
		TOTAL COST	6.44

"Electronic spreadsheets" is a term often used to specify that the spreadsheet is created with the aid of a computer. Spreadsheets created on a computer give great accuracy, speed, and the ability to show instantly the impact of a change in a number.

The example spreadsheet above supplies information about grocery items to be purchased -- YOGURT, BREAD, and BUTTER -- neatly laid out in rows and columns. The cost (right-most column) of each individual item is obtained by multiplying price by the number of items to be purchased. The total cost of this shopping trip is calculated by adding the numbers in the column labeled COST.

Spreadsheets can be used for grocery lists and any business task which requires calculations. especially repetitive calculations. Example spreadsheet applications are:

Forecasting and estimating
Analyzing rate of return
Accounts payable and receivable
Account reports, balance sheets
Calculating loan payments
Inventory control
Budgeting
Price estimates

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Demonstrate Knowledge of Spreadsheets

Calculated entries (also called dependent fields and formula entries) are arithmetic statements which tell the computer to calculate a numeric value to place in that cell. The final value of the entry is dependent upon the value(s) of other entries.

ITEM	PRICE	NUMBER	COST
Yogurt	.50	2	1.00
Bread	1.25	3	3.75
Butter	1.69	1	1.69

In the above spreadsheet, the numbers in the column labeled COST are examples of calculated entries. The cost for yogurt is derived by multiplying the price for yogurt by the number of yogurts to be purchased. The cost depends upon the price of the item and the number to be purchased. Hence, it is a calculated, or dependent, entry.

Recalculation, also called the "what if" game, is the process of changing a numeric value on a spreadsheet to see how calculated fields are affected. The ability of spreadsheets to show instantly the impact of a change in a number can help management make decisions by getting immediate answers to such questions as "What will the total bill be if I buy three yogurts?", "What will the effect on our profits be if wages are increased 12%?", "How will the total cost increase if we use a higher-grade oil?", or "What effect will it have on our income if rates go down 5% on investments?".

Suppose the shopper, using the grocery list spreadsheet, had $7.00 to spend and hungry yogurt, bread, and butter eaters at home. The shopper would wish to buy something more when they saw that the total cost would be less than the amount available to spend. Thinking that they could buy another pound of butter, the shopper might redraw and recalculate the spreadsheet, changing the number of butter purchases.

ITEM	PRICE	NUMBER	COST
Yogurt	.50	2	1.00
Bread	1.25	3	3.75
Butter	1.69	2	3.38
		TOTAL COST	8.12

By examining this new spreadsheet, the shopper would see that they could not buy any more butter. The shopper might now redraw the spreadsheet to see if it would be possible to purchase another yogurt or loaf of bread, and have the total cost stay under $7.00.

If a spreadsheet is large and complicated, redrawing and recalculating it would be tedious, time consuming, and prone to error. But, with a spreadsheet created on a computer, corporate managers and small business owners can play the "what if" game by simply entering the number to be changed and letting the computer instantly and accurately recalculate and redraw the spreadsheet. The recalculation feature of spreadsheets saves management from performing dozens of repetitive calculations in preparing estimates or comparing the financial impact of decisions.

Spreadsheets are arranged in columns and rows. The rows and columns are named. Different spreadsheet applications programs use different naming conventions. Below is our example spreadsheet as it would appear on the computer. In this example, rows are named numerically, columns alphabetically. Other spreadsheet applications programs may name both rows and columns numerically, or use labels to name rows and columns.

	A	B	C	D
1	ITEM	PRICE	NUMBER	COST
2	Yogurt	.50	2	1.00
3	Bread	1.25	3	3.75
4	Butter	1.69	1	1.69
			TOTAL COST	6.44

Cells are the individual places where columns and rows intersect. Cells are named by two coordinates referring to the name of the column and the name of the row which intersect at that location. In the above example, the entry "1.69" is in cell B4; it is reached by coming down column B and across column 4. The software applications manual will give the specific cell-naming conventions.

To create a spreadsheet, entries will be made into cells.

The cursor is a pointer which will highlight the cell with which you are currently working. The cursor can be thought of as the point where the pencil meets the paper; it is where the next character typed will be placed.

Three kinds of entries will be made into cells on a worksheet - Labels, Numbers and Formulas.

Labels, also called headings and titles, are entries made into cells which give meaningful names to the rows and columns. In the grocery list spreadsheet, ITEM, PRICE, NUMBER, COST, YOGURT, BREAD and BUTTER are all labels. Labels are usually alphabetic.

Numbers are the entries that vary. Different numbers are entered by the user when recalculation is performed. The entries .50, 1.25, 1.69, 2, 3, 1, 1.00, 3.75, and 1.69, are number entries on the grocery list spreadsheet.

Demonstrate Knowledge of Spreadsheets

Formulas are arithmetic statements telling the computer how to derive an entry. In the grocery list example, the cost is obtained by multiplying the price of an item by the number of items to be purchased. A later competency will demonstrate how, by entering a formula, the computer can be told to perform a desired calculation.

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ACTIVITY SHEET 500

Demonstrate Knowledge of Spreadsheets

Directions:

Complete the exercises below by referring to the software applications manual. Unless otherwise specified, CIRCLE the correct answer.

Text:

1. **Spreadsheet columns are referred to by**

   A. **alphabetic letters.**

   B. **numbers.**

   C. **other (specify)** ____________________

2. Spreadsheet rows are referred to by

   A. alphabetic letters.

   B. numbers.

   C. other (specify) ____________________

3. Add names to the rows and columns of the following spreadsheet so that it appears as it would on the computer.

	SALES	1982	1983	1984
	Chicago	14,096	99,071	491,621
	Denver	44,079	53,092	32,011
	New York	11,111	21,011	13,692
	Tulsa	487,321	500,099	498,060
	TOTAL	556,607	673,223	

Demonstrate Knowledge of Spreadsheets

4. Given the following cell entries, WRITE THE COORDINATES or cell name for each in the appropriate blank.

   A. 53,092 ____________________

   B. Denver ____________________

   C. 1984 ____________________

   D. 21,011 ____________________

5. Which of the following are label entries in the preceeding spreadsheet?

   A. Denver

   B. 1983

   C. 21,011

   D. All of the above

   E. A, B, and C

   F. A and B

6. Which of the following are calculated entries in the preceeding spreadsheet?

   A. Chicago

   B. 1984

   C. 53,092

   D. 673,223

   E. C and D

   F. B, C, and D

ACTIVITY SHEET 500 ANSWERS

Demonstrate Knowledge of Spreadsheets

1.

2.

3.

	SALES	1982	1983	1984
	Chicago	14,096	99,071	491,621
	Denver	44,079	53,092	32,011
	New York	11,111	21,011	13,692
	Tulsa	487,321	500,099	498,060
	TOTAL	556,607	673,223	

4. A.

B.

C.

D.

5. F

6. D

TEST 500

Demonstrate Knowledge of Spreadsheets

Directions:

1. Add names to the rows and columns of the following spreadsheet, so that it appears as it would on the computer.

	DATE	CASH ITEM	DISBURSEMENTS NET	RENT	SUPPLIES	UTIL.
	Feb. 2	Acker	25.00		25.00	
	Feb. 9	J. R. Realty	500.00	500.00		
	Feb. 15	ITT	75.00			75.00
	Feb. 16	Water	42.00			42.00
	TOTALS		642.00	500.00	25.00	117.00

Text:

On the blank provided, give the coordinates for the following entries.

2. J. R. Realty ____________________
3. Feb. 16 ____________________
4. 642.00 ____________________
5. UTIL. ____________________

Match the following entries to their type by placing the appropriate letter in front of the number.

____ 6. RENT
____ 7. 75.00
____ 8. CASH
____ 9. Feb. 9
____ 10. 42.00
____ 11. 117.00
____ 12. 642.00

A. label entry

B. numeric entry

C. calculated entry

Demonstrate Knowledge of Spreadsheets

CIRCLE the correct answer(s) for the following.

13. The pointer used to highlight the cell currently being worked up is the

A. abex.

B. cursor.

C. pointer.

D. none of the above.

14. All of the following would be good applications for spreadsheet except

A. typing a three-paragraph letter.

B. printing a report on wages earned by employees.

C. listing monthly sales for products.

D. estimating profits for the coming year.

15. The locations on a spreadsheet where columns and rows intersect, and into which entries can be made, are called

A. cursors.

B. cells.

C. calculated fields.

D. none of the above.

TEST 500 ANSWERS

Demonstrate Knowledge of Spreadsheets

1.

	DATE	CASH ITEM	DISBURSEMENTS NET	RENT	SUPPLIES	UTIL.
	Feb. 2	Acker	25.00		25.00	
	Feb. 9	J. R. Realty	500.00	500.00		
	Feb. 15	ITT	75.00			75.00
	Feb. 16	Water	42.00			42.00
	TOTALS		642.00	500.00	25.00	117.00

2.

3.

4.

5.

6. A

7. B

8. A

9. A

10. B

11. C

12. C

13. B

14. A

15. B

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM:	Microcomputer Applications
JOB TITLE:	Spreadsheet Management
COMPETENCY TITLE:	Boot the Applications Program
COMPETENCY NO.:	505
STUDENT WILL:	Identify computer hardware components, demonstrate knowledge of care required for a computer, distinguish programs, storage, and DOS diskettes, and boot the applications program

GIVEN: A computer, diskettes, and an 18-item test

RESOURCES: Don't! or How to Care for Your Computer, by Rodnay Zaks
Software applications manual
DOS manual

LEARNING ACTIVITIES:

1. Review pages 7-78 in Don't! and descriptions of hardware components and how to power-on the computer in the DOS manual, located in the classroom.
2. Complete Activity Sheet 505, "Boot the Applications Program".
3. Review Information Sheet 505, "Boot the Applications Program", Chapter 3 in Don't!, and the description of how to boot the applications program in the software applications manual, located in the classroom.
4. Complete Activity Sheet 505.1, "Boot the Applications Program".
5. Practice Competency 505, "Boot the Applications Program", while reviewing Performance Checklist 505, "Boot the Applications Program".
6. Complete and hand in Test 505, "Boot the Applications Program".
7. Complete Activity Sheet 505.2, "Boot the Applications Program", for evaluation, without assistance or resources.

EVALUATION: Score 7 out of 7, or 100%, on Performance Checklist 505, "Boot the Applications Program"; and 16 out of 18, or 88%, on Test 505, "Boot the Applications Program".

ACTIVITY SHEET 505

Boot the Applications Program

MATCH the following descriptions and terms by placing the appropriate letter in front of the number:

____1. also referred to as a CRT, monitor, or video.

____2. output from the computer printed on paper.

____3. used to store information to be read by the computer.

____4. has standard typewriter keys as well as function keys.

____5. information is read from a diskette and placed in this storage area where it can be used by the CPU.

____6. the user inputs instructions, data, and responses with this peripheral device.

____7. the physical equipment of a computer system that can be seen and touched.

____8. input and output devices.

____9. the actual worker, the processor which executes programs.

A. Hardcopy
B. Memory
C. CPU
D. Keyboard
E. Monitor
F. Peripherals
G. Diskette
H. Hardware
I. Printer
J. Diskette Drive

ACTIVITY SHEET 505 ANSWERS

Boot the Applications Program

1. E (Monitor)
2. A (Hardcopy)
3. G (Diskette)
4. D (Keyboard)
5. B (Memory)
6. D (Keyboard)
7. H (Hardware)
8. F (Peripherals)
9. C (CPU)

INFORMATION SHEET 505

Boot the Applications Program

Sets of data and programs are stored on diskettes as files. In an office without a microcomputer, a file drawer contains many file folders, each with a logically related collection of information (i.e., the employee file, customer file, billings file).

A diskette is like the file drawer. Many data files and program files can be stored (recorded) on its surface. Usually data files are stored on storage diskettes, applications programs are stored separately on program diskettes, and the DOS is stored separately on a DOS diskette.

Nothing can be done with diskettes unless the Disk Operating System programs which operate the computer are in the memory of the computer. The DOS has the instructions for the computer on how to load an applications program.

Sometimes the DOS programs necessary to work with an applications program are stored on the same diskette as the applications program; in which case, it is not necessary to boot the DOS separately. The following generalized procedure would be used to boot the applications program:

1. Insert the applications program diskette
2. Boot the applications program

Details on how to boot an applications program vary, depending on the applications program and the computer being used. To complete Activity Sheet 505.2, you will write a detailed procedure for booting your particular applications program. Be sure to note when the computer should be turned on and when diskettes should be inserted and removed.

Booting the applications program is the process of loading the program from the diskette into the memory of the computer. Different computers have different ways to boot a program; you must learn the procedure for booting from the software applications manual. The applications program cannot be booted unless the DOS, which operates the computer, has been booted. Therefore, it is necessary to first boot the DOS program and then boot the applications program.

If the DOS and applications program are stored on separate diskettes, then the following generalized procedure would be followed to boot the applications program:

1. Insert the DOS diskette.
2. Boot the DOS.
3. Remove the DOS diskette.
4. Insert the applications program diskette.
5. Boot the applications program.

Boot the Applications Program

Diskettes, also called floppy disks, mini-floppy and disks, are a curricular storage medium coated with magnetic material. Information is stored on a disk in tiny magnetic dots which can be written and read by a disk drive. A diskette is enclosed in a square, protective jacket. Most microcomputers use a 5¼-inch diskette.

Disk Drives are peripheral devices which read information from a diskette, transferring it into the memory of the computer, and write information transferred from the memory of the computer onto a diskette.

A Program is a sequenced set of instructions which the computer can perform.

An Applications Program is a program which actually does the work (prepare letters, calculate formulas, etc.). Applications programs are stored on program diskettes. Program diskettes should be "write-protected" by covering the write-protect notch on the diskette jacket with a small aluminized sticker.

The DOS operates the computer for you. DOS (pronounced doss) are the initials for DISK OPERATING SYSTEM. The Disk Operating System is a set of programs which transfer data between peripherals and memory. It also manages all the organization of the applications programs and data. The DOS is stored on a diskette. Some of the DOS programs may also reside in computer memory.

Storage diskettes, also called data diskettes, are used to keep data (information to be processed by the computer). Examples of data are names and addresses of customers, a spreadsheet, a letter, a list of products, and accounting information. Storage diskettes may contain data to be input into the computer or data from which the computer has output (created as a result of a program executing).

Software is the term used to refer to DOS and applications programs.

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ACTIVITY SHEET 505.2

Boot the Applications Program

Directions:

Write TRUE or FALSE on the line in front of the number.

TEXT:

____ 1. Data is stored on a diskette in concentric circles called tracks.

____ 2. When the write-protect notch on the jacket of a diskette (mini-floppy disk) is covered, information can be written onto the disk.

____ 3. Floppy diskettes are called "floppy" because they can be folded without damaging the diskette.

____ 4. Only felt-tipped pens should be used to label diskettes.

____ 5. If a liquid spills on a diskette, it can be used after it has dried.

____ 6. It is permissable to smoke while operating a computer.

____ 7. One should always cover their mouth when coughing or sneezing in the vicinity of a diskette.

____ 8. To avoid laying a diskette flat, lean it against the telephone.

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ACTIVITY SHEET 505.1 ANSWERS

Boot the Applications Program

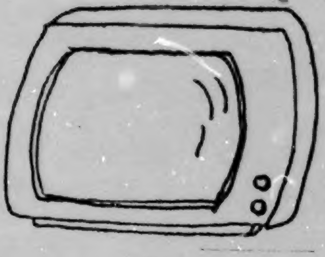
1. True
2. False
3. False
4. True
5. False
6. False
7. True
8. False

TEST 505

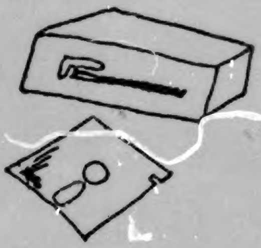
Boot the Applications Program

Label the peripheral components, and answer questions 5-8 by inserting the appropriate letter of the following terms in the blanks. Letters may be used more than once.

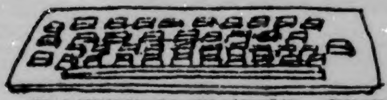
A.	CPU	D.	Keyboard
B.	Disk Drive	E.	Printer
C.	Monitor	F.	Typewriter



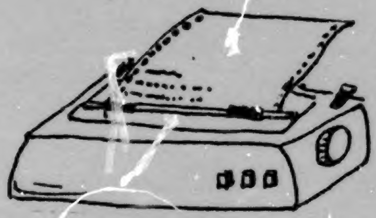
1. ____________________



2. ____________________



3. ____________________



4. ____________________

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Boot the Applications Program

5. The ______ is an input device through which a user can "talk" to the computer.

6. The ______ displays what is typed on the keyboard, but its primary use is as an output device through which a computer can "talk" to a user.

7. If a "hard copy" of computer output is desired, the ______ must be used.

8. The ______ reads information off a diskette, loading it into the memory of the computer, and writes information from the memory of the computer onto a diskette.

Unless specified, CIRCLE the correct answer(s) for the following.

9. Output devices include all of the below except a

   A. monitor.
   B. disk drive.
   C. printer.
   D. keyboard.

10. The physical components of a computer system are called

    A. CPU's.
    B. hardware.
    C. printers.
    D. software.

11. A sequenced set of instructions written in a language the computer can understand is called

    A. DOS.
    B. data.
    C. a command.
    D. a program.

List four precautions which must be observed when working with computers and diskettes.

12.

13.

14.

15.

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TEST 505 (cont'd.)

Boot the Applications Program

16. All of the below are examples of data except

    A. programs.
    B. customer names.
    C. sales totals.
    D. accounting information.

17. When inserting a diskette, the right hand should be used and

    A. the thumb should be on the exposed diskette.
    B. the thumb should be in the hub access hole in the center of the disk.
    C. the thumb should be on the square diskette label.
    D. none of the above.

18. The name of the applications program which you are studying is called ________________________.

TEST 505 ANSWERS

Boot the Applications Program

1. C
2. B
3. D
4. E
5. D
6. C
7. E
8. B
9. D
10. B
11. D

12 through 15.

The answers to questions 12-15 may include any of the following in any order.

1. Connect the computer to a separate circuit whenever possible.
2. Avoid static electricity.
3. Remove dust from ventilation slots.
4. Avoid shocks and vibrations.
5. Keep liquids away from the computer.
6. Maintain a comfortable temperature.
7. Don't bend or fold diskettes.
8. Keep all magnetic fields away from diskettes.
9. Avoid heat, moisture, and dust from damaging diskette.
10. Insert the diskette properly.

16. A

17. C

18.

ACTIVITY SHEET 505.2

Boot the Applications Program

Write a detailed procedure for turning on the computer, inserting diskettes, booting your particular applications program. You may choose from the steps shown below as well as add any steps your application requires. Have each step stated in the required correct sequence. Check your procedure with the instructor before practicing this task.

Some steps which may be required are:

1. turn on the computer
2. answer date and time questions
3. insert DOS diskette into drive (specify which drive)
4. insert data diskette into drive (specify which drive)
5. type (specify what is to be typed)
6. turn on peripheral devices

ACTIVITY SHEET 505.2 ANSWERS

Boot the Applications Program

Have the instructor check your procedure as you boot the applications program.

PERFORMANCE CHECKLIST 505

Boot the Applications Program

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The student has established the proper environment (no food or drinks, nothing placed on ventilation slots, no smoking, etc.).		
*	2. The student has powered on the computer system properly.		
*	3. The diskette is held correctly.		
*	4. The diskette is inserted properly.		
*	5. The diskettes are inserted in the proper sequence.		
*	6. The applications program is booted correctly.		
*	7. The diskettes are removed properly and placed in protective sleeves.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 7
TOTAL POINTS POSSIBLE = 7

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE Demonstrate Knowledge of Disk Operating System

COMPETENCY NO.: 510

STUDENT WILL: Use the copy, check disk, directory, rename, and delete commands

GIVEN: A microcomputer and diskettes

RESOURCES: Disk Operating Systems manual

LEARNING ACTIVITIES:

1. Review Information Sheet 510, "Demonstrate Knowledge of Disk Operating System", located in the classroom.
2. Review information on copying, checking diskettes, renaming files, and deleting files in the Disk Operating System manual.
3. Perform Activity Sheet 510, "Demonstrate Knowledge of Disk Operating System", while reviewing Performance Checklist 510, "Demonstrate Knowledge of Disk Operating System."
4. Perform Activity Sheet 510.1, "Demonstrate Knowledge of Disk Operating System", for evaluation.

EVALUATION: Score 13 out of 13, or 100%, on Performance Checklist 510, "Demonstrate Knowledge of Disk Operating System."

NOTE: Answers may vary, depending upon the software being used.

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INFORMATION SHEET 510

Demonstrate Knowledge of DOS

DOS (pronounced doss) is an acronym for Disk Operating System. It is a set of programs that manage the hardware, programs, and data, in a computer system. It is a DOS program which gives the computer instructions to load an application program from a diskette into the memory of a computer. It is a DOS program which gives the computer instructions to copy the contents of one diskette onto another, making a backup copy of the first diskette. It is a DOS program which gives the computer instructions to move data from the memory of the computer onto a diskette.

Some applications programs have the DOS programs necessary to load an application program stored on the diskette with the application program; in this case, the user does not need to insert the DOS diskette, just the application program diskette.

Most applications programs execute DOS programs without the user knowing it. When the user is ready to print their work, or save it on a diskette, they give the applications program the command to do so and it, in turn, activates a DOS program to print or save the work.

Therefore, even if you never load the DOS diskette, you are using DOS programs when you use the applications program.

DOS programs are initiated by a command. The command will have operands. For example, a command to delete a file from a diskette might be

```
DEL  A:XXFILE
```

where	DEL	is the command
	A:	is the first operand stating that the diskette containing the file to be deleted is in drive A
and	XXFILE	is the name of the file to be deleted.

FORMAT. DOS has a program which prepares a diskette to receive data. This process is called formatting (or sometimes initializing). An unformatted diskette cannot be used to hold programs or data. Task 515, "Format Diskette, Save, Retrieve, and Create Backup Copies of Spreadsheets", will prepare you to format diskettes.

DIRECTORY. DOS has a program which lists the files contained on a diskette. Besides giving the file name, the Directory program may give other information such as the length of the file and the date it was last updated. To list the Directory, the user must enter the command which requests a directory list and the name of the disk drive where the diskette resides.

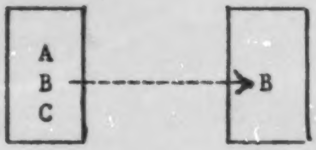
INFORMATION SHEET 510 (cont'd.)

Demonstrate Knowledge of DOS

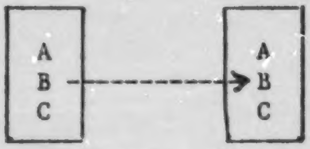
CHECK A DISKETTE. DOS will have a program which will check a diskette to see if it has any damaged sections. To check a diskette, the user must enter a command and the name of the disk drive where the diskette to be checked has been placed.

Either the program to check a diskette or to list the directory will tell how much space is available on a diskette.

DOS programs enable the user to make backup copies of diskettes. It is important to have backup copies of programs and data in case a diskette is damaged. Either individual files can be copied from one diskette to another:



or the whole diskette can be copied:



Different programs may be used to copy single files and whole diskettes. To copy a file from one diskette to another, the user must enter the command requesting the copy program be executed, the name of the disk drive where the diskette holding the file to be copied resides, the name of the file to be copied, and the name of the disk drive where the diskette to receive the file resides, and the name the file is to be given on the second diskette.

To copy a whole diskette, the name of the disk drive holding the source diskette (the diskette to be copied) and the name of the disk drive holding the target diskette (the diskette onto which the data is to be copied) must be entered.

Other DOS programs are used to rename files or delete files.

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ACTIVITY SHEET 510

Demonstrate Knowledge of DOS

Directons:

CIRCLE the appropriate letter to fill in the blanks in numbers 1 through 7.

Text:

1. There are ____ disk drives on the system I am using.
   A. no
   B. 1
   C. 2
   D. 3

2. The first disk drive is named drive ____.
   A. A
   B. 1
   C. 0
   D. other (specify) ________

3. The command to list the directory of a diskette is ____.
   A. LIST
   B. DIR
   C. CAT
   D. other (specify) ________

4. The command to list the directory of a diskette in the first disk drive is ________.
   A. FORMAT A:
   B. DIR A:
   C. DIR 1:
   D. other (specify) ________

5. The command to check a diskette is ____.
   A. CHKDSK
   B. OKDSK
   C. other (specify) ________

6. The command to copy the contents of one diskette onto another is ____.
   A. COPY
   B. DISKCOPY
   C. COPY A
   D. other (specify) _________

7. The command to copy a file named MATRIX from a diskette in the first drive to a diskette in the second drive is _________.
   A. COPY A:MATRIX B:MATRIX
   B. COPY 1MATRIX 2MATRIX
   C. RUN COPYA
   D. other (specify) _________.

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ACTIVITY SHEET 510 ANSWERS

Demonstrate Knowledge of DOS

1.

2.

3.

4.

5.

6.

7.

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ACTIVITY SHEET 510.1

Demonstrate Knowledge of DOS

1. Obtain a DOS diskette, a storage diskette, and a formulated blank diskette from the instructor.

Have the instructor observe as you perform steps 2-11.

2. Boot the DOS.
3. List the directory of the storage diskette.
4. List the directory of the DOS diskette.
5. Check the storage diskette for any damaged areas.
6. List the directory of the blank diskette.
7. Copy a file from the storage diskette onto the blank diskette.
8. List the directory of the (previously) blank diskette.
9. Rename the file on the (previously) blank diskette. Give it your name.
10. Delete the file with your name.
11. Copy the whole storage diskette onto the blank diskette.

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PERFORMANCE CHECKLIST 510

Demonstrate Knowledge of DOS

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
*	1. Diskettes have been held properly.		
*	2. The DOS has been booted properly.		
*	3. The directory of the storage diskette has been listed.		
*	4. The directory of the DOS diskette has been listed.		
*	5. The diskette has been checked for any damage.		
*	6. The directory of the blank diskette has been listed.		
*	7. A file has been copied from one diskette to another.		
*	8. The directory has been listed, showing the copied file.		
*	9. The file has been renamed.		
*	10. The file has been deleted.		
*	11. The whole storage diskette has been copied onto the blank diskette.		
*	12. All diskettes have been inserted into disk drives and removed from disk drives properly.		
*	13. All diskettes have been placed in their sleeves.		
	TOTAL POINTS EARNED =		
	POINTS NEEDED FOR MASTERY = 13 TOTAL POINTS POSSIBLE = 13		

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets

COMPETENCY NO.: 515

STUDENT WILL: Format a diskette; retrieve a spreadsheet from a diskette; save the spreadsheet on a diskette; and create a backup copy of the spreadsheet

GIVEN: A microcomputer, DOS and applications program diskettes, two storage diskettes, a felt-tipped pen, software manual, DOS manual, and a sample spreadsheet on a storage diskette

RESOURCES: Software applications manual
DOS manual

LEARNING ACTIVITIES:

1. Review Information Sheet 515, "Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets".
2. In the DOS manual, located in the classroom, review information on formatting (initializing) diskettes and naming files.
3. Complete Activity Sheet 515, "Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets", to check your understanding.
4. From the instructor, obtain a diskette. Format it.
5. In the software applications manual, located in the classroom, review information on saving (storing) and retrieving (loading) spreadsheets.
6. In the DOS manual, located in the classroom, review information on copying one file from one diskette to another.
7. Follow Activity Sheet 515.1, "Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets", and perform this competency for evaluation without assistance or resources.

EVALUATION: Score 8 out of 8, or 100%, on Performance Checklist 515, "Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets".

NOTE: Answers may vary, depending upon the software applications manual used.

INFORMATION SHEET 515

Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets

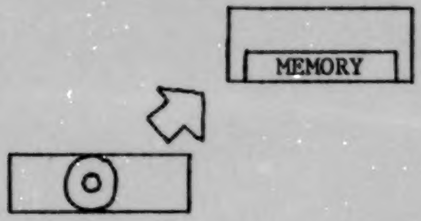
Formatting a diskette to be used as a storage diskette is an important step which must be performed before any work can be saved onto the diskette. Formatting (also called initializing) erases the diskette and prepares it for storing new information. Because formatting erases the diskette, NEVER FORMAT THE APPLICATONS PROGRAM or DOS DISKETTES.

Some applicatons programs have a command to format diskettes. If yours does, then the diskettes can be formatted after the applications program has been booted.

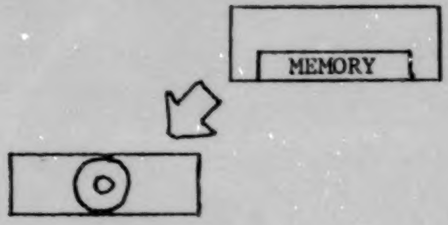
Every DOS program has a command to format diskettes.

File is the word used to refer to sets of information stored on a diskette. Each individual spreadsheet (or letter or etc.) on a diskette is called a file. One diskette can hold many files (or spreadsheets), so each file (or spreadsheet) must be given a file name. Chose a meaningful name that will help you remember what information is contained in the spreadsheet. The software applicatons manual will specify how many characters can be used in a name and which characters can be used.

Retrieving a file is the process of loading a file (or spreadsheet) from a diskette into the memory of the computer. UNLESS A FILE (SPREADSHEET)IS IN MEMORY, NO WORK CAN BE DONE ON IT. Retrieving (also called loading) a file (spreadsheet) makes a copy of the file (spreadsheet) from the diskette into the memory of the computer. See diagram below:



Saving a file is the process of storing a file (spreadsheet) onto a diskette. Saving is the opposite of retrieving. A copy of the file (spreadsheet) is taken from memory and placed on a diskette. See diagram below:



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Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets

Changes made to a file (spreadsheet) are made in the memory of the computer and are NOT automatically made on the diskette. The changed file must be saved. When the computer is turned off, everything in its memory is lost, so WHEN YOU HAVE COMPLETED YOUR WORK ON A FILE (SPREADSHEET), SAVE IT!! Also, whenever you are interrupted, (telephone, lunch, coffee break), save your work on a diskette. If there is a power failure, or someone trips on the cord and accidentally unplugs your computer, everything you have not saved will be lost. Therefore, SAVE YOUR FILE (SPREADSHEET) PERIODICALLY AS YOU WORK ON IT. Save every 20 minutes, or each time you complete a segment of work. Use the same name for each save.

If a diskette is damaged, the files on it may not be accessable. Hours of work may be lost. Therefore, SAVE THE SAME FILE (SPREADSHEET) ON TWO DIFFERENT DISKETTES. The second copy is called a backup copy. ALWAYS HAVE A BACKUP COPY OF YOUR WORK!!

Backup copies can also be created by using a DOS command to copy a file from one diskette to another.

The following procedure would be followed to create a new spreadsheet:

1. Boot the DOS program.
2. Format a storage diskette.
3. Boot the applications program.
4. Enter the spreadsheet information in the memory of the computor.
5. Save the spreadsheet on a diskette.
6. Save the spreadsheet on a second diskette.
7. Label both diskettes.

If your computer has two disk drives, the DOS program or the software applications program is placed in one disk drive (usually called drive A or drive 1) and the storage diskette is placed in the second disk drive (usually called drive B or drive 2). When saving information onto the diskette, or retrieving information from the diskette, you must specify which disk drive holds the storage diskette.

If your computer has only one disk drive, you will be instructed by the DOS and the applications program to insert the storage diskette as it is needed.

The following procedure would be followed to update an existing spreadsheet:

1. Boot the applications program (it may be necessary to boot the DOS in order to boot the applications program).
2. Retrieve the spreadsheet from a storage diskette.
3. Update the spreadsheet.
4. Save the updated spreadsheet back on the storage diskette.
5. Save the updated spreadsheet on a second diskette (backup copy).
6. If the diskettes are not labeled, label them.

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ACTIVITY SHEET 515

Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets

CIRCLE the correct answer(s) to complete the following statmeent.

1. Formatting, or initializing, a diskette

   A. must be done before any work can be saved on a diskette.
   B. erases the diskette.
   C. prepares the diskette to receive new information.
   D. all of the above.

FILL IN the blank for the following statement.

2. Because diskettes can be damaged easily, it is necessary to have a ______________________________ of your work on another diskette.

Write TRUE or FALSE on the line in front of the number.

____3. File names can have 12 characters.

____4. AB#?? is a valid file name.

____5. 1984TAX is a valid file name.

____6. INVNTRY is a valid file name.

____7. INV-84 is a valid file name.

____8. INV84.VC is a valid file name.

____9. Retrieving loads a file from a diskette into the computer's memory.

___10. DOS diskettes must be formatted.

11. Using the procedure given in Information Sheet 515, "Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets", to create a new spreadsheet, refer to the DOS and software applications manuals, located in the classroom, and write a script of what commands would have to be entered to create a new spreadsheet named SS1. Write each command exactly as it would be entered. You can use this script as a guide.

BEST COPY AVAILABLE

ACTIVITY SHEET 515 ANSWERS

Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets

1. D
2. Backup copy
3.
4.
5.
6. T
7. F
8.
9. T
10. F
11.

ACTIVITY SHEET 515.1

Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets

Directions:

Student must complete steps one through nine.

Text:

1. Obtain an unformatted storage diskette and a storage diskette with a sample spreadsheet on it.
2. Boot thw DOS program.
3. Format the unformatted storage diskette.
4. Label the newly formatted storage diskette with your name. Leave space on the label to put the names of spreadsheets. (Use felt-tipped pen!!)
5. Boot the software applications program.
6. Retrieve the sample spreadsheet provided.
7. Save the sample spreadsheet back on the storage diskette.
8. Save the sample spreadsheet on the newly formatted diskette under the name SAMPLE.
9. Add the name SAMPLE to the label. (Use felt-tipped pen!!)

PERFORMANCE CHECKLIST 515

Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The DOS was booted properly.		
*	2. The diskette was correctly formatted.		
*	3. The diskette was labeled without damaging the diskette.		
*	4. The software applications program was booted properly.		
*	5. The sample spreadsheet was retrieved.		
*	6. The sample spreadsheet was saved.		
*	7. A backup copy was created.		
*	8. Diskettes were handled properly.		
	TOTAL POINTS EARNED =		
	POINTS NEEDED FOR MASTERY = 8 TOTAL POINTS POSSIBLE = 8		

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Access Spreadsheet Commands

COMPETENCY NO.: 520

STUDENT WILL: Define command terminology, find a command description in the applications software manual, access the command menu, select a command, obtain on monitor information about a command, and abort a selected command

GIVEN: A microcomputer and diskettes

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review Information Sheet 520, "Access Spreadsheet Commands".
2. Complete Activity Sheet 520, "Access Spreadsheet Commands".
3. Check the answers with the instructor.
4. Complete Activity Sheet 520, "Access Spreadsheet Commands".
5. **Complete Activity Sheet 520.1, "Access Spreadsheet Commands"**, for evaluation, without assistance or resources.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 520, "Access Spreadsheet Commands".

NOTE: Answers may vary, depending upon the software being used.

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INFORMATION SHEET 520

Access Spreadsheet Commands

A command is an instruction to the applications program. It is not data; it will not be entered onto the spreadsheet or appear on the spreadsheet. But, a command can be used to have the applications program enter or change entries on a spreadsheet, or perform other functions using the spreadsheet. You will use commands to get the applications program to work for you.

There are two different ways to give commands: by selecting commands from a command menu, or by pressing function keys. Read the manual to learn which method your applications program uses.

A menu is a list of choices. Just as a menu of a restaurant lists what choices of food are available, a command menu lists what commands can be executed. Sometimes the whole command is listed; sometimes just the first letters of the commands are listed.

Function keys are created by the applications program to save keystrokes. Specific keys represent a command, and by pressing the key the command will be executed. Often a combination of keys must be pressed to initiate a function.

After requesting that a command be executed, prompts may appear on the monitor, asking for more information on how to execute the command or asking if the user really wants to execute the command. Prompts are questions the applications program will ask to find out more detailed information.

Aborting a command is the action of preventing a command from executing after it has been requested. Sometimes a command is selected mistakenly, or the user realizes that they did not wish to use that command. If prompts have not yet been answered, the command has not yet been executed. The applications program will provide a way to abort the command.

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ACTIVITY SHEET 520

Access Spreadsheet Commands

Directions:

In Information Sheet 520, "Access Spreadsheet Commands", you learned the general methods of using spreadsheet commands. This worksheet will help you discover the specific commands, keystrokes, and abort methods used with your software applications program. In a job situation, you may be presented with a different software applications program than the one you are now using. You should study that manual, asking the same questions you are given here.

Text:

1. Commands are selected by using

   A. command menus.
   B. function keys.
   C. both command menus and function keys.
   D. other (speficy) ____________________

2. If command menus are used, how are they accessed (called up) on the monitor? By entering ______________________

3. If function keys are used, list the keys and their functions.

   A.
   B.
   C.
   D.
   E.
   F.
   G.
   H.
   I.
   J.
   K.
   L.
   M.
   N.
   O.
   P.
   Q.
   R.
   S.
   T.

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ACTIVITY SHEET 520 (cont'd.)

Access Spreadsheet Commands

4. List the commands available.

5. Is help (descriptions of the commands) available on the monitor?

   A. yes
   B. no

   If "yes", how is it obtained?

   A. by entering "?"
   B. by pressing a function key (specify which) ____
   C. other (specify) ________

6. Can a selected command be aborted?

   A. yes
   B. no

   If "yes", how?

   A. by pressing the key labeled ESC
   B. other (specify) __________

7. The command to blank out a complete spreadsheet is

   A. ZAP
   B. CLEAR
   C. DELETE
   D. other (specify) ________

ACTIVITY SHEET 520 ANSWERS

Access Spreadsheet Commands

1.

2.

3.

   A.
   B.
   C.
   D.
   E.
   F.
   G.
   H.
   I.
   J.
   K.
   L.
   M.
   N.
   O.
   P.
   Q.
   R.
   S.
   T.

4.

5.

6.

7.

TEST 520

Access Spreadsheet Commands

Directions:

Have the instructor view the monitor for evaluation as you perform the following steps without any assistance or resources.

1. Boot the applications program.
2. Access the command menu.
3. Select the command to clear the spreadsheet.
4. If it is available, obtain HELP on the monitor concerning commands.
5. Select and abort the command to clear the monitor.

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PERFORMANCE CHECKLIST 520

Access Spreadsheet Commands

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The student has booted the applications program properly.		
*	2. The student has accessed the command menu.		
*	3. The student has selected a command properly.		
*	4. The student has obtained HELP on the monitor about a particular command.		
*	5. The student has aborted a selected command.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Change Column Widths

COMPETENCY NO.: 525

STUDENT WILL: Decrease and increase column widths

GIVEN: A microcomputer, diskettes, and width specifications

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review information on changing column widths in the software applications manual, located in the classroom.
2. Practice Competency 525, "Change Column Widths", while referring to Activity Sheet 525, "Change Column Widths".
3. Perform Test 515, "Change Column Widths", for evaluation, without assistance or resources.

EVALUATION: Score 7 out of 7, or 100%, on Performance Checklist 525, "Change Column Widths".

NOTE: Some spreadsheet applications programs cannot have columns of varying widths, in which case the Activity Sheet 525, "Change Column Widths", must be simplified to change ALL column widths to 25.

ACTIVITY SHEET 525

Change Column Widths

Directions:

1. If necessary, boot the spreadsheet applications program.

2. Change the column widths as specified:

Column	Width
A	25
B	2
C	16
D	6
E	6
F	6
G	6

TEST 525

Change Column Widths

Directions:

If necessary, boot the applications program.

Change the column widths as specified.

Column	Width
A	4
B	20
C	18
D	8
E	8
F	8
G	6

PERFORMANCE CHECKLIST 525

Change Column Widths

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Column A has a width of 4.		
*	2. Column B has a width of 20.		
*	3. Column C has a width of 18.		
*	4. Column D has a width of 8.		
*	5. Column E has a width of 8.		
*	6. Column F has a width of 8.		
*	7. Column G has a width of 6.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 7
TOTAL POINTS POSSIBLE = 7

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM:	Microcomputer Applications
JOB TITLE:	Spreadsheet Management
COMPETENCY TITLE:	Enter Labels and Titles onto Spreadsheet
COMPETENCY NO.:	530
STUDENT WILL:	Enter column and row labels and a title onto a spreadsheet

GIVEN: A microcomputer and a spreadsheet with labels

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review software applications manual, located in the classroom, for information on titles, labels, centering, left justification, right justification, and repeating characters.
2. Locate the CAPITAL letters lock key on the keyboard.
3. Complete Activity Sheet 530, "Enter Labels and Titles onto Spreadsheet".
4. Complete Activity Sheet 530.1, "Enter Labels and Titles onto Spreadsheet", for evaluation, without assistance or resources.

EVALUATION: Score 7 out of 8, or 88%, on Performance Checklist 530, "Enter Labels and Titles onto Spreadsheet".

ACTIVITY SHEET 530

Enter Labels and Titles onto Spreadsheet

Directions:

Clear the spreadsheet, using the CLEAR command.

1. Enter the title SALES PROJECTIONS FOR 1985 in the left-hand portion of the first row on the spreadsheet.
2. Enter the title FIVE YEAR FISCAL FORECAST BASED ON A (centered on the second row), and the title 5% INCREASE PER QUARTER (centered on the third row).
3. Clear the spreadsheet. Change all the column widths to 13.
4. Enter the following labels. UNDERLINE, using the repeating character capability. Right justify the labels 1ST QUARTER, 2ND QUARTER, 3RD QUARTER and 4TH QUARTER.

	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
SALES				
COSTS				
MARGIN				
%				

ACTIVITY SHEET 530.1

Enter Labels and Titles onto Spreadsheet

Directions:

Complete steps 1 through 6 without using any resources or assistance.

1. Obtain a blank diskette from the instructor and format it.

2. Boot the spreadsheet applications program.

3. Change the column widths to the specifications given below:

Column	Width
A	13
B	8
C	4
D	9
E	6
F	10
G	10
H	5

4. Enter the following title and labels. Underline the third row, using the repeating capability. Center all labels except TOTAL, which should be right-justified and placed on the 15th row.

1986 SALES BY PRODUCT - J. B. CRANWALKER

		COMM		AMOUNT	TOTAL	TOTAL	
PRODUCT	DATE	RATE	PRICE	SOLD	SALE	COMMISSION	BONUS

TOTAL

5. Save the spreadsheet on a diskette under ii530, replacing ii with your first and last initials.

6. Have the instructor evaluate the spreadsheet.

PERFORMANCE CHECKLIST 530

Enter Labels and Titles onto Spreadsheet

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
	1. The columns have been set to the correct widths.		
	2. All words are spelled correctly.		
*	3. The student has entered the titles correctly.		
*	4. The student has entered the labels on the 3rd row in the correct columns.		
*	5. The student has centered the labels on the 3rd row.		
*	6. The label TOTAL has been entered in the 15th row.		
*	7. The label TOTAL has been right justified.		
*	8. The student has saved the spreadsheet under the specified name.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 7
TOTAL POINTS POSSIBLE = 8

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Edit Entries

COMPETENCY NO.: 535

STUDENT WILL: Use Entry line correction and EDIT command correction procedures

GIVEN: A microcomputer, diskettes, software applications manual, and a a spreadsheet to enter

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review editing procedures in the software applications manual, located in the classroom.
2. Complete Activity Sheet 535, "Edit Entries".
3. Complete Activity Sheet 535.1, "Edit Entries", for evaluation, without any assistance or resources.

EVALUATION: Score 8 out of 8, or 100%, on Performance Checklist 535, "Edit Entries".

ACTIVITY SHEET 535

Edit Entries

Directions:

Complete the following exercises while referring to the software applications manual, located in the classroom.

Entry Line Correction

Enter the following labels as they are, and correct them BEFORE pressing RETURN (or ENTER).

ENTRY	CORRECTION
HELO	insert another L
SALESTOT	insert a space between the S and T
1782	change the 7 to a 9
BEAOTIFUL	change the O to a U
UPPSET	delete a P
MANNAGE	delete an N
ABC	delete the whole entry
XYZ	delete the whole entry

Edit Command Corrections

Enter the above labels, pressing RETURN (or ENTER) as each one is entered. Use the EDIT command to retrieve and correct the entries.

ACTIVITY SHEET 535.1

Edit Entries

Directions:

While the instructor observes, complete the following exercises without any assistance or resources.

Enter the following labels, and correct them BEFORE pressing RETURN (or ENTER).

ENTRY	CORRECTION
MACSIMUM	change the CS to X
ANNNUAL	delete an N
IPORT	change the word to IMPORT
OOPS	delete the whole entry

Enter the following labels, pressing RETURN (or ENTER) as each one is entered. Use the EDIT command to retrieve and correct the entries.

ENTRY	CORRECTION
POVER	change the V to W
POTRY	insert UL to make POULTRY
PRIICE	delete an I
UL-OH	delete the whole entry

PERFORMANCE CHECKLIST 535

Edit Entries

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
*	1. The first entry is corrected.		
*	2. The second entry is corrected.		
*	3. The third entry is corrected.		
*	4. The fourth entry is corrected.		
*	5. The fifth entry is corrected.		
*	6. The sixth entry is corrected.		
*	7. The seventh entry is corrected.		
*	8. The eighth entry is corrected.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 8
TOTAL POINTS POSSIBLE = 8

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM:	Microcomputer Applications
JOB TITLE:	Spreadsheet Management
COMPETENCY TITLE:	Enter Numeric Cell Contents onto a Spreadsheet
COMPETENCY NO.:	540
STUDENT WILL:	Enter integers, percentages, fixed decimals, currency, and dates onto spreadsheet

GIVEN: A microcomputer, diskettes, and spreadsheet

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review information on numeric data, integers, percentages, fixed decimals, currency, dates, and formatting cells, in the software applications manual, located in the classroom.
2. Practice Competency 540, "Enter Numeric Cell Contents onto a Spreadsheet".
3. Perform Activity Sheet 540, "Enter Numeric Cell Contents onto a Spreadsheet", for evaluation without assistance or resources.

EVALUATION: Score 6 out of 6, or 100%, on Performance Checklist, "Enter Numeric Cell Contents onto a Spreadsheet".

Activity Sheet 540

Enter Numeric Cell Contents onto a Spreadsheet

Directions:

Complete steps 1 through 3, without any assistance or resources.

1. If necessary, boot the spreadsheet applications program.
2. Load the spreadsheet created in Competency 530, "Enter Labels and Titles onto Spreadsheet", named ii530 (replace ii with your first and last initials).
3. Add the numeric data shown below. COMM RATE can be entered at .05.

1986 SALES BY PRODUCT - J. B. CRANWALKER

PRODUCT	DATE	COMM RATE	PRICE	AMOUNT SOLD	TOTAL SALE	TOTAL COMMISSION	BONUS
TR11962	5/4/84	5%	196.80	3		$10.90	

4. Save the updated spreadsheet back under name ii530 (replace ii with you first and last initials).
5. Have the instructor review the spreadsheet for evaluation.

PERFORMANCE CHECKLIST 540

Enter Numeric Cell Contents onto a Spreadsheet

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The integer is correctly formatted.		
*	2. The percentage is correctly formatted with a percent sign.		
*	3. The fixed decimal number is correctly formatted.		
*	4. The currency figure is correctly formatted with a dollar sign and two decimal places.		
*	5. Dates are correctly formatted.		
*	6. All numeric values are correctly entered.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 6
TOTAL POINTS POSSIBLE = 6

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Copy Labels and Numeric Entries

COMPETENCY NO.: 545

STUDENT WILL: Copy one cell into another; one cell into a range of cells; a range of cells into another range of cells; and a range of cells into several ranges of cells

GIVEN: A microcomputer, diskettes, and a spreadsheet to enter

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review information on copying cells in the software applications manual, located in the classroom.
2. Complete Activity Sheet 545, "Copy Labels and Numeric Entries".
3. Complete Activity Sheet 545.1, "Copy Labels and Numeric Entries", for evaluation, without any assistance or resources.

EVALUATION: Score 7 out of 7, or 100%, on Performance Checklist 545, "Copy Labels and Numeric Entries".

NOTE: Answers may vary, depending upon the software being used.

ACTIVITY SHEET 545

Copy Labels and Numeric Entries

Directions:

Complete exercises 1 through 8 while referring to the software applications manual, located in the classroom.

NOTE: The software applications manual you are using may use a different term than "replicate", i.e.,"copy".

Unless specified, CIRCLE the correct answer(s) to the following.

1. What command is used to duplicate cell entries?
   - A. REPLICATE
   - B. COPY
   - C. DUPLICATE
   - D. both REPLICATE and COPY
   - E. other (specify) ___________

2. What keystrokes are required to initiate the command to duplicate cell entries?
   - A. /R
   - B. /C
   - C. /FR
   - D. /GC
   - E. other (specify) ____________

3. After the command to duplicate cell entries is initiated, the software program prompts the user for more information. The information required is
   - A. the text to be duplicated.
   - B. the coordinates of the cell(s) to be duplicated and the coordinates of the cell(s) in which the duplicated text is to be entered.
   - C. the title of the spreadsheet.

4. The user provides the coordinates of the cell(s) to be copied by
   - A. typing the cell coordinates.
   - B. moving the cursor to the cell to be copied.
   - C. both A and B.
   - D. other (specify) ___________.

ACTIVITY SHEET 545 (cont'd.)

Copy Labels and Numeric Entries

If you have difficulty with exercises 5 through 9, see the instructor.

5. Boot the software applications program, if necessary.

Enter your name into a cell. Using a command, duplicate your name into another cell.

6. Clear the monitor. Enter your name into the first column of the first row. Using one command, duplicate that entry into the 10 cells directly beneath the entry. If your name is J. F. White, your monitor should appear:

   J. F. White
   J. F. White
   J. F. White
   J. F. White
   J. F. White
   J. F. White
   J. F. White
   J. F. White
   J. F. White
   J. F. White

7. In the second column, first row, enter the numeric value 100. Using one command, duplicate that entry into the 10 cells directly beneath the entry. If possible, specify which cell is to be duplicated (source) and where the cell contents are to be placed by just moving the cursor.

8. Duplicate the first two columns into the third and fourth columns.

9. Duplicate the names in the first column into the fifth, sixth and seventh columns.

ACTIVITY SHEET 545.1

Copy Labels and Numeric Entries

Directions:

Enter the spreadsheet shown on the following page. Enter the individual cells in the manner and order given below.

Text:

1. Enter the first two lines of titles.
2. Enter QUARTER and copy the entry with two separate commands.
3. Enter the word YEAR by keying in YEAR once and, using three separate commands, duplicate it.
4. Enter the left-most row labels, (FIRST, SECOND, THIRD, FOURTH), and use two commands to duplicate the entered labels as needed.
5. Enter the numeric values for COMMERCIAL SALES. Enter the numeric values for YEAR 1 under COMMERCIAL SALES. Duplicate YEAR 2 column of COMMERCIAL SALES into the remaining columns under RESIDENTIAL SALES and GOVERNMENT SALES.
6. Save the spreadsheet under the name ii545, (replace ii with your first and last initials).

Copy Labels and Numeric Entries

SALES PROJECTIONS IN MILLIONS

COMMERCIAL SALES

Quarter	Year 1	Year 2	Year 3
First	6	9	13
Second	8	11	12
Third	9	12	13
Fourth	11	15	13

RESIDENTIAL SALES

Quarter	Year 1	Year 2	Year 3
First	6	9	11
Second	9	11	11
Third	8	12	12
Fourth	9	15	13

GOVERNMENT SALES

Quarter	Year 1	Year 2	Year 3
First	11	9	11
Second	11	11	11
Third	12	12	12
Fourth	13	15	13

ACTIVITY SHEET 545 ANSWERS

Copy Labels and Numeric Entries

1.
2.
3. B
4.

Exercises 5 through 9 are to be done on the computer.

PERFORMANCE CHECKLIST 545

Copy Labels and Numeric Entries

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The titles have been entered correctly.		
*	2. QUARTER has been entered and copied correctly.		
*	3. YEAR has been entered and copied correctly.		
*	4. FIRST, SECOND, THIRD, and FOURTH have been entered and copied correctly.		
*	5. The numeric values have been entered correctly.		
*	6. The YEAR 1 COMMERCIAL SALES column has been duplicated in the remaining YEAR 2 columns.		
*	7. The spreadsheet has been saved.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 7
TOTAL POINTS POSSIBLE = 7

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Demonstrate Knowledge of Arithmetic Operations

COMPETENCY NO.: 550

STUDENT WILL: Demonstrate the knowledge and use of arithmetic operations, operator hierarchy, and the use of parentheses

GIVEN: A 10-item test

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the information on arithmetic operations in the software applications manual, located in the classroom.
2. Review Information Sheet 550, "Demonstrate Knowledge of Arithmetic Operations".
3. Complete Activity Sheet 550, "Demonstrate Knowledge of Arithmetic Operations".
4. Complete Test 550, "Demonstrate Knowledge of Arithmetic Operations", without assistance or resources.

EVALUATION: Score 10 of 10, or 100%, on Test 550, "Demonstrate Knowledge of Arithmetic Operations".

NOTE: Instructor must remove a page from the Information Sheet 550, "Demonstrate Knowledge of Arithmetic Operations". Which page to be removed will be determined by whether the program being used has an operator hierarchy or evaluates formulas left to right.

INFORMATION SHEET 550

Demonstrate Knowledge of Arithmetic Operations

Arithmetic operators are symbols used to represent ADD, SUBTRACT, MULTIPLY, DIVIDE, and RAISE TO THE POWER OF (exponentiation). The symbols which are used are listed below:

OPERATOR SYMBOL	OPERATION
+	addition
-	subtraction
/	division
*	multiplication
** (may vary)	exponentiation

The only symbols not commonly used are the asterisk (*) for multiplication and two asterisks (**) for exponentiation. Some applications may use a different symbol for exponentiation.

Arithmetic expressions (also called formulas) are combinations of numbers and symbolic operators. An example of an arithmetic expression is given below:

26 * 2 - 1 + 3

The order in which arithmetic operations are performed is important. In the above example, if the multiplication is performed first (26 * 2 = 52), and then the subtraction and addition (52 - 1 + 3), the answer is 54.

But if, in the above example, the addition and subtraction are performed first (2 - 1 + 3 = 4), and then the multiplication (26 * 4), the answer is 102!

Obviously 26 * 2 - 1 + 3 = 52, and
26 * 2 - 1 + 3 = 102, cannot both be correct.

INFORMATION SHEET 550 (cont'd.)

Demonstrate Knowledge of Arithmetic Operations

* This page is ONLY for spreadsheet programs which use a hierarchy of operators *
* in formulas. *

To eliminate the problem of which operation is to be performed first, a heirarchy, or priority, is established:

PRIORITY	SYMBOL	OPERATION
First	** or ^ or ↑	Exponentiation
Second	* /	Multiplication and division
Third	+ -	Addition and subtraction

Operations with high priority are performed before operations with lower priority. In a formula, any exponentiation would be calculated first; then, any multiplication and division; and, finally, any addition and subtraction. So the computer would calculate 26 * 2 - 1 + 3, with the answer 54. If more than one operation is to be performed at the same level, for example:

13 * 2 / 6

the computer evaluates from left to right. The following are examples of how the computer would execute a formula:

Formula 1:

2 * 6 + 1	The multiplication (2 * 6) has a higher priority than the addition, so it will be executed first.
12 + 1	Then the addition will be done.
13	

Formula 2:

3 + 4 ** 2 + 2 * 12 / 3	Exponentiation has the highest priority, so 4 ** 2 will be done first.
3 + 16 + 2 * 12 / 3	Multiplication and division have a higher priority than addition and subtraction, so they will be done next, working left to right.
3 + 16 + 24 / 3	
3 + 16 + 8	
19 + 8	
27	

INFORMATION SHEET 550 (cont'd.)

Demonstrate Knowledge of Arithmetic Operations

* This page is ONLY for spreadsheet programs which perform operations from *
* left to right. *

To eliminate the question of which operation is to be performed first, operations are performed from left to right. The following are examples of how the computer would execute a formula:

Formula 1:

2 * 6 + 1	The left-most operation to be performed, 2 * 6, is executed first.
12 + 1	Then the addition will be done.

Formula 2:

3 + 4 ** 2 + 2 * 12 / 3	The left-most operation, 3 + 4, is executed first, followed by each operation working left to right.
7 ** 2 + 2 * 12 / 3	
49 + 2 * 12 / 3	
51 * 12 / 3	
612 / 3	
204	

When parentheses are present in a formula, the operation within the parentheses is executed first. If parentheses are nested, the operation in the innermost set of parentheses is executed first.

Parentheses can be used to over-ride the default order of operations. Using the preceeding example, we could force the addition and subtraction to be calculated first by enclosing it in parentheses:

26 * (2 - 1 + 3)

Parentheses should always be used to alleviate any question about how a formula will be calculated:

(26 * 2) - 1 + 3

By putting the parentheses around the 26 * 2 it is now obvious that the multiplication will occur first. The value calculated will still be the same, but the process is now easily seen. Always use parentheses to avoid tricky, ambiguous formulas. The following example shows how a computer would execute a formula with parentheses:

3 * 2 + 10 + (3 * (6 + 2))	The expression in the innermost parentheses would be done first.
3 * 2 + 10 + (3 * 8)	Then 3 * 8 would be done because it is in parentheses.
3 * 2 + 10 + 24	Then the multiplication would be executed.
6 + 10 + 24	Finally, the addition would be done, working from left to right.
16 + 24	
40	

ACTIVITY SHEET 550

Demonstrate Knowledge of Arithmetic Operations

Directions:

Answer questions 1 and 2 from the information provided in the software applications manual.

1. The symbol for exponentiation is
   - A. **
   - B. ↑
   - C. ∧
   - D. other (specify) ____________

2. The hierarchy of operations is

	Operator	Operation
First	____________	____________
Second	____________	____________
Third	____________	____________

Evaluate the following arithmetic formulas.

ANSWERS

3. 4 * 6 / (2 + 2) ____________
4. 4 * 6 / 2 + 2 ____________
5. (4 + 3 * (2 ** 2) + 3 * (4 + 2)) / 2 ____________
6. 3 + 2 * 4 / 8 ____________
7. 2.5 + (4 * (3 + 18) / 3)+ 6 ____________

ACTIVITY SHEET 550 ANSWERS

Demonstrate Knowledge of Arithmetic Operations

1. See software applications manual
2. See software applications manual
3. 6
4. 14
5.
6.
7. 36.5

TEST 550

Demonstrate Knowledge of Arithmetic Operations

Directions:

Evaluate the following formulas:

1. 16 * 2 / 4 + 2
2. 2 + 13 - 2 * 4
3. (2 + 6) / 2
4. 2 + 6 / 2
5. 2 + (3 ** 2 + 18) / 3
6. 46 + (288 + (3 * 4) / 2) * 3
7. 4 + 3 * 6 ** 2
8. (4 + 3) * 6 ** 2
9. 4 + (3 * (6 ** 2))
10. Which of the following is equivalent to 2 * 5 + 3 * 6?

    A. (2 * 5) + (3 * 6)
    B. ((2 * 5) + 3) * 6
    C. 2 * (5 + 3) * 6

TEST 550 ANSWERS

Demonstrate Knowledge of Arithmetic Operations
(Hierarchy)

1. 10
2. 7
3. 4
4. 5
5. 11
6. 487
7. 112
8. 252
9. 112
10. A. (2 * 5) + (3 * 6) = 28

TEST 550 ANSWERS

Demonstrate Knowledge of Arithmetic Operations

(Left to right)

1. 10
2. 52
3. 4
4. 4
5. 9.666667
6. 588
7. 1,764
8. 1,764
9. 112
10. B. ((2 * 5) + 3) * 6 = 78

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0608

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Enter Formulas

COMPETENCY NO.: 555

STUDENT WILL: Enter arithmetic formulas

GIVEN: A microcomputer, diskettes, and a spreadsheet with formula requirements

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review information on formulas in the software applications manual, located in the classroom.
2. Complete Activity Sheet 555, "Enter Formules".
3. Complete Activity Sheet 555.1, "Enter Formulas", for evaluation, without any assistance or resources.

EVALUATION: Score 4 out of 4, or 100%, on Performance Checklist 555, "Enter Formulas".

NOTE: Answers may vary, depending upon the software being used.

ACTIVITY SHEET 555

Enter Formulas

Directions:

CIRCLE the correct letter in answer to the following statements.

1. Formulas begin with

   A. any character.
   B. a plus sign (+) or a minus sign (-).
   C. other (specify) ________________.

COMPLETE steps 2 through 4 while referring to the software applications manual, located in the classroom.

2. Boot the spreadsheet applications program. Place any numeric values in the first two cells of the first row. In the third cell, enter the formula to add the previous two cells.

   Does the formula appear in the cell? Yes______ No_______
   Where does it appear? _______________
   What is placed in the cell?_____________

3. Clear the spreadsheet. Again, enter the formula in the third cell of the first row, to add the first two cells in the same row.

   What appears in the cell? ______________

   Enter the numeric values in the first two cells.

   Does the calculated cell (the third cell) change? Yes____ No____

4. Clear the spreadsheet. Enter the following labels and numeric values:

List Price	9400.00
Options	640.00
Price	
Tax	
Trade-in	3000.00
Final Cost	

Enter a formula in the third row, second cell, to compute the Price by adding the List Price and Options.

Enter a formula in the fourth row, second cell, to compute the Tax by multiplying the Price by 5%.

Enter a formula in the sixth row, second cell, to compute the Final Cost by adding the Tax and subtracting the Trade-in from the Price.

ACTIVITY SHEET 555 ANSWERS

Enter Formulas

1.

Exercises 2 through 4 must be done on the computer.

ACTIVITY SHEET 555.1

Enter Formulas

Directions:

Complete steps 1 through 6 without any assistance or resources.

1. If necessary, boot the spreadsheet applications program.

2. Load the spreadsheet updated in Competency 540, "Enter Numeric Cell Contents onto a Spreadsheet", named ii530 (replace ii with your first and last initials).

3. Add a formula to compute the Total Sale by multiplying Price by Amount Sold.

4. Blank the cell containing 10.90. In that cell, place the formula to compute Commission by multiplying the Comm Rate by the Total Sale. Have the answer formatted as currency.

5. Save the updated spreadsheet under the name ii530 (replace ii with your first and last initials).

6. Have the instructor review the spreadsheet for evaluation.

PERFORMANCE CHECKLIST 555

Enter Formulas

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The TOTAL SALE formula has been entered correctly.		
*	2. The TOTAL SALE is formatted with two decimal places.		
*	3. The COMMISSION formula has been entered correctly.		
*	4. The COMMISSION is formatted as currency.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 4
TOTAL POINTS POSSIBLE = 4

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Replicate Formulas

COMPETENCY NO.: 560

STUDENT WILL: Replicate a formula

GIVEN: A micrcomputer, diskettes, and a spreadsheet

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review Information Sheet 560, "Replicate Formulas".
2. Review information on replicating (duplicating, copying), formulas in the software applications manual, located in the classroom.
3. Complete Activity Sheet 560, "Replicate Formulas".
4. Complete Activity Sheet 560.1, "Replicate Formulas", without any assistance or resources.

EVALUATION: Score 4 out of 4, or 100%, on Performance Checklist 560, "Replicate Formulas".

INFORMATION SHEET 560

Replicate Formulas

Replicating cells is relatively straightforward when labels and numeric entries are being copied. But, when formulas are replicated, the applications program adjusts (changes) the cell coordinates named in the formula. Consider the following example:

	A	B	C
1	36	24	2
2	4	18	8
3	+A1*A2		

If the formula in cell A3 is replicated to cell B3, the coordinates will be adjusted so that the formula in B3 will be B1*B2. The spreadsheet program may ask you whether the formula should be adjusted (making the coordinates relative), or copied with no change.

	A	B	C	D	E
1	36	24	2	4	6
2	4	18	8	16	13
3	+A1*A2	+B1*B2			

If the formula in A3 were replicated to C3 through E3, the coordinates would be adjusted so that the formula in C3 would be as shown below:

	A	B	C	D	E
1	36	24	2	4	6
2	4	18	8	16	13
3	+A1*A2	+B1*B2	+C1*C2	+D1*D2	+E1*E2

Replicating formulas enables the user to enter a formula into a cell once, and then copy it with small changes. Cells must be in the same relative position (all the formulas in the above example are in the third row). Business applications generally require large spreadsheets with many relatively similar formulas. Using the replicate feature will save a great deal of time.

ACTIVITY SHEET 560

Replicate Formulas

Directions:

Complete problems one and two, while referring to the software applications manual, located in the classroom.

Text:

1. Enter the following spreadsheet.

   Enter formulas to compute commission for each salesperson. Commission on products AA64 and AB55 is 10%. Commission on product AD92 is 15%. Enter the commission formula only once (for Jones) and duplicate it (for King and LaMar). Enter the formula to add all sales for each product only once and replicate it.

SALES REPORT

Product	Jones	King	LaMar	Product Totals
AA64	40000	37090	10000	
AB55	69000	240	14000	
AD92	20000	19090	36000	
COMMISSION				

2. Formulas can be used to easily create a column of numbers incremented by a set-value. Perform the following steps to create a column of years from 1940 through 1985.

   A. Clear the monitor.

   B. Enter 1940 into a cell.

   C. In the cell directly beneath the cell with 1940, enter the formula to add one to the cell which contains 1940. (If 1940 is in cell A1, enter +A1+1 in cell A2.)

   D. Replicate the formula in the next 44 cells in the same column.

ACTIVITY SHEET 560 ANSWERS

Replicate Formulas

1. SALES REPORT

Product	Jones	King	LaMar	Product Totals
AA64	40000	37090	10000	87090
AB55	69000	240	14000	83240
AD92	20000	19090	36000	75090
COMMISSION	13900	6596.5	7800	

2.

1940
1941
1942
1043
1944
1945
'
'
'
'
1984

ACTIVITY SHEET 560.1

Replicate Formulas

Directions:

Complete steps one through three without any assistance or resources.

Text:

1. Enter the following spreadsheet. In the column labeled COMMISSION, enter a formula to compute a commission of 10% of SALES. (COMMISSION = SALES * .10.) Have the instructor evaluate as you replicate the formula through the column.

SALESPERSON	SALES	COMMISSION
1	4400	
2	6220	
3	3000	
4	400	
5	9690	
6	7000	

2. Save the spreadsheet under the name ii560 (replace ii with your first and last initials).

3. Have the instructor evaluate the spreadsheet for accuracy.

ACTIVITY SHEET 560.1 ANSWERS

Replicate Formulas

SALESPERSON	SALES	COMMISSION
1	4400	440
2	6220	622
3	3000	300
4	400	40
5	9690	969
6	7000	700

PERFORMANCE CHECKLIST 560

Replicate Formulas

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
*	1. The labels and numeric cells have been entered correctly.		
*	2. The formula has been replicated correctly.		
*	3. The formula has been entered correctly.		
*	4. The spreadsheet has been saved.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 4
TOTAL POINTS POSSIBLE = 4

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Enter Formulas with Functions

COMPETENCY NO.: 565

STUDENT WILL: State the advantage of functions, use functions in formulas, and enter formulas with functions onto a spreadsheet

GIVEN: A microcomputer, diskettes, and a spreadsheet with formulas requiring functions to be entered, and a two-item test

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review information on functions and ranges in the software applications manual, located in the classroom.
2. Perform Activity Sheet 565, "Enter Formulas with Functions".
3. Perform Activity Sheet 565.1, "Enter Formulas with Functions", for evaluation without any assistance or resources.

EVALUATION: Score 3 out of 3, or 100%, on Performance Checklist 565, "Enter Formulas with Functions".

NOTE: Answers may vary, depending upon the software being used.

ACTIVITY SHEET 565

Enter Formulas with Functions

Directions:

Answer questions one through nine from the information provided in the software applications manual, located in the classroom.

Text:

1. List and briefly define the functions available with the software you are using.

2. Which function will add the first five entries in the first column of your spreadsheet:
   - A. @SUM(A1...A5)
   - B. @SUM(A1...E1)
   - C. SUM(A1:A5)
   - D. other (specify) ________________

3. A range of cells
   - A. is a set of continuous group cells in a single row or single column.
   - B. is a set of continuous cells in a rectangular area.
   - C. other (specify) ________________

ACTIVITY SHEET 565 (cont'd .)

Enter Formulas with Functions

The following functions are entered onto a spreadsheet with five columns and five rows. Are they correct? If so, to what formula in the right-hand column are they equivalent?

MATCH the answers to these questions with each of the functions.

____4. @SUM(A1...B5)
____5. @SUM(A1,B5)
____6. @SUM(A1,A5)
____7. @SUM(A1...D1)

A. is not valid
B. +A1+A2+A3+A4+A5+B1+B2+B3+B4+B5
C. +A1+B5
D. +A1+A2+A3+A4+A5
E. +A1+A5
F. +A1+D1
G. +A1+B1+C1+D1
H. other (specify) ______________

8. To SUM a column with 15 entries, which requires the least typing?
   A. entering a formula with no functions
   B. entering a formula with a function.

9. Is on-monitor information about functions provided?

____Yes

____No

If "Yes", how is it obtained?

A. by pressing function key F1
B. by pressing "?"
C. other (specify) ____________________

10. Enter the following spreadsheet. Enter the SUM function for the DAILY TOTALS and TOTALS. (Locations requiring the SUM function are marked in this spreadsheet by SUM.) Save the spreadsheet under the name ii565 (replacing ii with your first and last initials).

EXPENSE ACCOUNT

	MON	TUE	WED	THU	FRI	TOTALS
CAR RENTAL	19.00	465.00	3.75	9.60	9.95	SUM
MEALS	12.46	14.85	6.80	16.50	12.85	SUM
HOTEL	40.00	40.00	40.00	40.00	40.00	SUM
MISC		9.60				SUM
DAILY TOTALS	SUM	SUM	SUM	SUM	SUM	SUM

ACTIVITY SHEET 565 (cont'd.)

Enter Formulas with Functions

11. Clear the monitor. Enter the following numbers in the first column.

46
80
77
20
54
99
27
69

In the ninth row, first column, enter a formula using the AVERAGE function to compute the average of the numbers in the first eight rows and add 10 to that average.

ACTIVITY SHEET 565 ANSWERS

Enter Formulas with Functions

1.

2.
3.
4. B
5. C
6. E
7. C
8. B
9.
10. Spreadsheet should appear as shown below:

EXPENSE ACCOUNT

	MON	TUE	WED	THU	FRI	TOTALS
CAR RENTAL	19.00	465.00	5.75	9.60	9.95	507.30
MEALS	12.46	14.85	6.80	16.50	12.85	63.46
HOTEL	40.00	40.00	40.00	40.00	40.00	200.00
MISC		9.60				9.60
DAILY TOTALS	71.46	529.45	50.55	66.10	62.80	780.36

ACTIVITY SHEET 565 ANSWERS (cont'd.)

Enter Formulas with Functions

11. Spreadsheet should contain the following:

    46

    80

    77

    20

    54

    99

    27

    69

    69

ACTIVITY SHEET 565.1

Enter Formulas with Functions

Directions:

Complete steps one through seven without any assistance or resources.

Text:

1. If necessary, boot the spreadsheet applications program.
2. Load ii560.
3. In row 15 of the column labeled COMMISSION, enter a formula to add all the COMMISSION values in rows 5 through 13. (Do not be concerned that rows 6 through 13 do not have values at this time.)
4. Format the TOTAL COMMISSION cell as currency (dollars and cents, two decimal places).
5. In row 15, enter a formula to add all the SALES values in rows 5 through 13.
6. Format the TOTAL SALES cell as currency.
7. Save the updated spreadsheet back under the name ii560, (replacing ii with your first and last initials).

PERFORMANCE CHECKLIST 565

Enter Formulas with Functions.

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The function to add COMMISSIONS has been entered correctly.		
*	2. The function to add TOTAL SALES amounts has been entered correctly.		
*	3. The spreadsheet has been saved.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 3
TOTAL POINTS POSSIBLE = 3

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM:	Microcomputer Applications
JOB TITLE:	Spreadsheet Management
COMPETENCY TITLE:	Enter a Function to Search a Table
COMPETENCY NO.:	570
STUDENT WILL:	Use a built-in function to search a table and retrieve a specified value

GIVEN: A microcomputer, diskettes, and a spreadsheet to enter

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the built-in function used to search a table in the software applications manual, located in the classroom.
2. Perform Activity Sheet 570, "Enter a Function to Search a Table".
3. Complete Activity Sheet 570.1, "Enter a Function to Search a Table", without assistance or resources.

EVALUATION: Score 4 out of 4, or 100%, on Performance Checklist, "Enter a Function to Search a Table".

NOTE: Answers may vary, depending upon the software being used.

ACTIVITY SHEET 570

Enter a Function to Search a Table

Directions:

Unless specified, CIRCLE the correct answer(s) to the following:

1. The built-in function to search a table is
   - A. LOOKUP
   - B. @LOOKUP
   - C. SEARCH
   - D. @SEARCH
   - E. other (specify) ____________________

2. Tables can be set up in
   - A. rows
   - B. columns
   - C. both rows and columns

3. If the table is in row format, the values to be searched for must be placed ____ the values to be found.
   - A. above
   - B. below
   - C. to the left of
   - D. to the right of

ACTIVITY SHEET 570 (cont'd.)

Enter a Function to Search a Table

4. Enter the following spreadsheet with a table. (The table can be created easily by entering the first number in each column; entering a formula to add 100 or .05 to that number in the cell directly below the number and replicating the formula. Refer to problem two on Activity Sheet 560, "Replicate Formulas", for help if necessary.)

Enter the built-in function to search the COST TABLE for the value to be placed in the COST PER UNIT column. (The cost of producing 169 WIDGETS is 1.65 per unit; the cost of producing 340 WIDGETS is 1.60 per unit; etc.).

Enter a formula to calculate the TOTAL COST for each month by multiplying the AMOUNT by the COST PER UNIT for each month. DO NOT enter any formulae more than one time. Enter the formula once and replicate it.

WIDGIT PRODUCTION COSTS REPORT

Month	Amount	Cost Per Unit	Total Cost
Jan.	169		
Feb.	340		
Mar.	600		
Apr.	290		
May	370		
June	700		
July	760		
Aug.	810		
Sept.	920		
Oct.	970		
Nov.	960		
Dec.	32		

Cost Table Prod. Amount	Unit Cost
0	1.70
100	1.65
200	1.60
300	1.55
400	1.50
500	1.45
600	1.40
700	1.35
800	1.30
900	1.25
1000	1.20
1100	1.15
1200	1.10

ACTIVITY SHEET 570 ANSWERS

Enter a Function to Search a Table

1.
2. C
3. A
4. The spreadsheet should contain the following:

WIDGIT PRODUCTION COSTS REPORT

Month	Amount	Cost Per Unit	Total Cost
Jan.	169	1.65	278.85
Feb.	340	1.55	527.00
Mar.	600	1.40	840.00
Apr.	290	1.60	464.00
May	370	1.55	573.50
June	700	1.35	945.00
July	760	1.35	1026.00
Aug.	810	1.30	1053.00
Sept.	920	1.25	1150.00
Oct.	970	1.25	1212.50
Nov.	960	1.25	1200.00
Dec.	32	1.60	51.20

Cost Table Prod. Amount	Unit Cost
0	1.70
100	1.65
200	1.60
300	1.55
400	1.50
500	1.45
600	1.40
700	1.35
800	1.30
900	1.25
1000	1.20
1100	1.15
1200	1.10

ACTIVITY SHEET 570.1

Enter A Function to Search a Table

Directions:

Complete steps one through six. You may refer to the software application manual, located in the classroom, as you perform this Activity.

Text:

1. Load ii560, (replace ii with your first and last initials).

2. Blank out the cells in the column labeled COMMISSION.

3. Add the following COMMISSION TABLE to the spreadsheet, below row 15.

****

COMMISSION % TABLE

SALES	COMM.
0	0.00
1000	.02
2000	.04
3000	.06
4000	.08
5000	.10
6000	.12
7000	.14
8000	.16
9000	.18
10000	.20

4. Change the COMMISSION formula. Enter a formula to compute COMMISSION by multiplying the SALES amount by the correct COMMISSION for that amount. As the SALES amount increases, the amount of COMMISSION to be received increases. Use a built-in function to search the table for the correct COMMISSION.

5. Replicate the formula.

6 Save the spreadsheet under the name ii570, (replace ii with your first and last initials).

7. Have the instructor evaluate the spreadsheet for accuracy.

ACTIVITY SHEET 570.1 ANSWERS

Enter a Function to Search a Table

SALESPERSON	SALES	COMMISSION
1	4400	352.00
2	6220	746.40
3	3000	180.00
4	400	4.00
5	9690	1744.20
6	7000	980.00
7		
8		

****

COMMISSION % TABLE

SALES	COMM.
0	0.0
1000	.02
2000	.04
3000	.06
4000	.08
5000	.10
6000	.12
7000	.14
8000	.16
9000	.18
10000	.20
11000	.22

PERFORMANCE CHECKLIST 570

Enter a Function to Search a Table

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The table has been entered correctly.		
*	2. The COMMISSION formula has been entered correctly.		
*	3. The formula has been replicated.		
*	4. The updated spreadsheet has been saved.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 4
TOTAL POINTS POSSIBLE = 4

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Enter Formulas with Conditional Expressions

COMPETENCY NO.: 575

STUDENT WILL: Use Boolean functions in formulas

GIVEN: A microcomputer, diskettes, software applications manual, and a spreadsheet to enter

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the IF built-in function and other related functions in the software applications manual, located in the classroom.
2. Complete Activity Sheet 575, "Enter Formulas with Conditional Expressions".
3. Complete Activity Sheet 575.1, "Enter Formulas with Conditional Expressions", without assistance. You may use resources.

EVALUATION: Score 3 out of 3, or 100%, on Performance Checklist 575, "Enter Formulas with Conditional Expression".

ACTIVITY SHEET 575

Enter Formulas with Conditional Expressions

Directions:

Unless specified, CIRCLE the correct answer(s) to the following. Refer to the software applications manual, located in the classroom.

1. The three parts of the IF function which are embedded in parentheses are (in the correct order)

   A. a comparison for true, a comparison for false, and a value to use if the comparisons are true.

   B. a comparison, a value to use if the comparison is true, and value to use if the comparison is false.

   C. a comparison, a value to use if the comparison is false, and a value to use if the comparison is true.

   D. other (specify) ________________________________

Match the following symbols with their meaning and place the appropriate letter on the blank in front of the number.

____2. less than	A. >
____3. equal to	B. =
____4. greater than	C. <

5. Boot the spreadsheet applications program. Enter the following into the first row.

   A. In the first column, Enter 105.

   B. In the second column, enter 200.

   C. In the third column, enter an IF statement which will place a zero in the third column if the first column is greater than the second; and place a 1 in the third column if the first column is NOT greater than the second.

   D. Examine the third column. It should contain a 1.

   E. Now enter 300 in the first column.

   F. Examine the third column; it should contain a zero.

ACTIVITY SHEET 575 (cont'd.)

Enter Formulas with Conditional Expressions

6. Enter the following spreadsheet.

INVENTORY

ITEM	ON HAND	REORDER
A	16	
B	4	
C	26	
D	9	
E	46	

In the reorder column

- enter a formula to place YES in the column if the QUANTITY ON HAND for the item is less than 10, and NO if it is greater than 10;

OR - enter a formula to place a 1 in the column if the QUANTITY ON HAND for the item is less than 10, and NA (abbreviation for NOT APPLICABLE) if it is not;

OR - enter a formula to place a 1 in the column if the QUANTITY ON HAND for the item is less than 10, and a zero if it is not.

Replicate the formula through the column.

ACTIVITY SHEET 575 (cont'd.)

Enter Formulas with Conditional Expressions

7. A. Enter the following spreadsheet.

DIVIDEND	DIVISOR	QUOTIENT
36	2	
40	4	
18	6	
15	8	
2	0	
9	7	
0	4	
10	3	
12	0	

B. Enter a formula in the third column to divide the DIVISOR column into the DIVIDEND column and replicate the formula.

C. Notice the error situations which result. It is mathematically impossible to divide by zero.

D. Change the formula in the third column to a conditional formula which compares the DIVISOR to zero, and put a zero in the third column if the DIVISOR is zero, and put the Quotient (DIVIDEND/DIVISOR) if the DIVISOR is NOT zero.

ACTIVITY SHEET 575 (cont'd.)

Enter Formulas with Conditional Expressions

6. Enter the following spreadsheet.

INVENTORY

ITEM	ON HAND	REORDER
A	16	
B	4	
C	26	
D	9	
E	46	

In the reorder column

- enter a formula to place YES in the column if the QUANTITY ON HAND for the item is less than 10, and NO if it is greater than 10;

OR - enter a formula to place a 1 in the column if the QUANTITY ON HAND for the item is less than 10, and NA (abbreviation for NOT APPLICABLE) if it is not;

OR - enter a formula to place a 1 in the column if the QUANTITY ON HAND for the item is less than 10, and a zero if it is not.

Replicate the formula through the column.

ACTIVITY SHEET 575 (cont'd.)

Enter Formulas with Conditional Expressions

7. A. Enter the following spreadsheet.

DIVIDEND	DIVISOR	QUOTIENT
36	2	
40	4	
18	6	
15	8	
2	0	
9	7	
0	4	
10	3	
12	0	

B. Enter a formula in the third column to divide the DIVISOR column into the DIVIDEND column and replicate the formula.

C. Notice the error situations which result. It is mathematically impossible to divide by zero.

D. Change the formula in the third column to a conditional formula which compares the DIVISOR to zero, and put a zero in the third column if the DIVISOR is zero, and put the Quotient (DIVIDEND/DIVISOR) if the DIVISOR is NOT zero.

ACTIVITY SHEET 575 ANSWERS

Enter Formulas with Conditional Expressions

1. E
2. B
3. C
4. A

Exercises 5 through 7 must be done on the computer.

ACTIVITY SHEET 575.1

Enter Formulas with Conditional Expressions

Directions:

Complete the following. You may refer to the software applications manual, located in the classroom.

Text:

The Potato Patch Doll Company warehouse uses a spreadsheet to control Potato Patch Doll shipments. Because of the limited number of dolls available, only 40 dolls will be shipped with any order.

Enter the following portion of a spreadsheet for the Potato Patch Doll Company. The SHIP AMOUNT will be the same as the ORDER AMOUNT, except when the ORDER AMOUNT is greater than 40. If the order is for more than 40 dolls, only 40 will be shipped. Use an IF built-in function to place the ORDER AMOUNT in the SHIP AMOUNT column if the order is 40 or less, and to place 40 in the SHIP AMOUNT if the order is greater than 40.

CUSTOMER	ORDER AMOUNT	SHIP AMOUNT
J. B. Toy Store	19	
Toys Unlimited	53	
The Doll Shop	39	
Abex Dept. Store	41	
Ms. Buy Alot	40	

ACTIVITY SHEET 375.1 ANSWERS

Enter Formulas with Conditional Expressions

Spreadsheet should appear as shown below. Evaluate the formula entered on the spreadsheet by moving the cursor to one of the cells containing the SHIP AMOUNTS.

CUSTOMER	ORDER AMOUNT	SHIP AMOUNT
J. B. Toy Store	19	19
Toys Unlimited	53	40
The Doll Shop	39	39
Abex Dept. Store	41	40
Ms. Buy Alot	40	40

PERFORMANCE CHECKLIST 575

Enter Formulas with Conditional Expressions

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The labels and numeric values have been entered correctly.		
*	2. The formula with the conditional expressions has been entered correctly.		
*	3. The formula has been replicated.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 3
TOTAL POINTS POSSIBLE = 3

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM:	Microcomputer Applications
JOB TITLE:	Spreadsheet Management
COMPETENCY TITLE:	Protect Formula Entries, and Blank a Spreadsheet
COMPETENCY NO.:	580
STUDENT WILL:	Use the command to protect formulas so they cannot be destroyed by having data accidentally entered in them by a user, and empty a spreadsheet by blanking all unprotected cells

GIVEN: A microcomputer, diskettes, software applications manual, and a spreadsheet with formulas

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review the protect and blank procedures in the software application manual, located in the classroom.
2. Practice Activity Sheet 580, "Protect Formula Entries, and Blank a Spreadsheet".
3. Perform Activity Sheet 580, "Protect Formula Entries, and Blank a Spreadsheet", without assistance.

EVALUATION: Score 4 out of 4, or 100%, on Performance Checklist 580, "Protect Formula Entries, and Blank a Spreadsheet".

NOTE: This Competency 580, "Protect Formula Entries, and Blank a Spreadsheet", is dependent on the software applications program being used.

ACTIVITY SHEET 580

Protect Formula Entries, and Blank a Spreadsheet

Directions:

1. If necessary, boot the spreadsheet applications program.
2. Load the spreadsheet updated in Competency 555, "Enter Formulas", named ii560, (replace ii with your first and last initials).
3. Protect the formulas computing TOTAL SALE and COMMISSION.
4. Have the instructor evaluate the spreadsheet.
5. Save the updated spreadsheet under the same name.
6. Blank the spreadsheet.
7. Save the blanked spreadsheet under the name ii580, (replace ii with your first and last initials).

PERFORMANCE CHECKLIST 580

Protect Formula Entries, and Blank a Spreadsheet

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The cells containing the TOTAL SALE formula are protected so that values cannot be entered into them.		
*	2. The cells containing COMMISSION are protected so values cannot be entered into them.		
*	3. The spreadsheet has been saved.		
*	4. The spreadsheet has been blanked.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 4
TOTAL POINTS POSSIBLE = 4

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Understand Basics of Printers

COMPETENCY NO.: 585

STUDENT WILL: Determine what type of printer should be used for different applications, state what controls may need to be set on a printer, and describe the proper environment and maintenance for a printer

GIVEN: A 13-item test

RESOURCES: DON'T! (or How to Care for your Computer), by Rodnay Zaks

LEARNING ACTIVITIES:

1. Review Chapter 7, "The Printer", in DON'T!.
2. Review Information Sheet 585, "Understand Basics of Printers".
3. Perform Test 585, "Understand Basics of Printers", without assistance or resources.

EVALUATION: Score 11 or 13, or 85%, on Test 585, "Understand Basics of Printers".

INFORMATION SHEET 585

Understand Basics of Printers

When an applications program is first purchased, it may be necessary to "install" it by configuring it to the hardware used. Configuring a program can be thought of as telling the program what kind of printer will be used (as well as information about other hardware being used).

The software applications manual will state which printers are standard (known) to the applications program. If the printer is a specialty printer, or one not listed in the software applications manual, then it will be necessary to tell the program (by answering prompts) what kind of printer will be used.

There are two ways in which data is transferred from the computer to the printer - serial and parallel. Parallel is the standard for microcomputers. If the printer is a serial printer, it will be necessary to tell the applications program so.

* * * IMPORTANT * * *

AN APPLICATIONS PROGRAM WILL NEED TO BE CONFIGURED ONLY ONE TIME.

ONCE THE SYSTEM IS SET UP AND RUNNING, NO CONFIGURATION IS NECESSARY.

You may never need to configure an applications program. If you ever do, then

1. study the printer manual carefully;
2. study the software manual carefully;
3. follow the procedure in the applications software manual carefully.

TEST 585

Understand Basics of Printers

CIRCLE the correct answer(s) for questions 1 through 5.

1. A printer which forms characters by printing an arrangement of dots is the

   A. Dot Matrix printer.

   B. Daisy Wheel printer.

2. Daisy Wheel printers are used most for wordprocessing (letters, documents), because

   A. they print at a higher speed than other printers.

   B. they are the least expensive printers to buy.

   C. they have a very high printing quality, as good as or better than a typewriter's.

3. An important letter being sent to the president of a company should be printed on a

   A. Dot Matrix printer.

   B. Daisy Wheel printer.

   C. none of the above.

4. Fan-folded paper, with two columns of holes that run down each side, is commonly called

   A. hole paper.

   B. label paper.

   C. computer paper.

5. If very high quality printing is desired, and expense is no matter, then __________ ribbons should be used.

   A. carbon

   B. cloth

6. List four controls which might be set by a person operating a printer.

   A.

   B.

   C.

   D.

Understand Basics of Printers

State whether the following are TRUE or FALSE by placing a T or an F in front of each sentence.

_____7. Paper should always be torn by pulling the top sheet to the side.

_____8. Paper should always be torn along perforations.

_____9. Burnout may occur if paper jams and the jam is not immediately corrected.

____10. Printers do not need to be monitored, but can be left running with no one watching or listening.

____11. Applications programs may need to be configured to fit a printer.

____12. The holes in computer paper fit on sprockets which turn, moving the paper.

____13. If the printer is skipping, or misprinting, the user should FIRST check alignment and settings.

TEST 585 ANSWERS

Understand Basics of Printers

1. A
2. C
3. B
4. C
5. A
6. Your answers should include any four of the following:
    - A. Pressure exerted by the printing element.
    - B. Pressure exerted by the roller mechanism (roller disengagement).
    - C. Paper width.
    - D. TOP-OF-FORM.
    - E. EJECT (or FORM-FEED).
7. F
8. T
9. T
10. F
11. T
12. T
13. T

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Print a Spreadsheet

COMPETENCY NO.: 590

STUDENT WILL: Print a spreadsheet and a portion of a spreadsheet

GIVEN: A microcomputer, diskettes, a printer, software applications manual, and a spreadsheet to print

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review information on printing a spreadsheet in the software applications manual, located in the classroom.
2. Review Information Sheet 590, "Print a Spreadsheet".
3. Perform Activity Sheet 590, "Print a Spreadsheet".
4. Perform Activity Sheet 590.1, "Print a Spreadsheet", for evaluation, without any assistance.

EVALUATION: Score 2 out of 2, or 100%, on Performance Checklist 590, "Print a Spreadsheet".

NOTE: Answers may vary, depending upon the software being used.

INFORMATION SHEET 590

Print a Spreadsheet

The advantages of printing your spreadsheet are important. A hard copy (printed copy) of a spreadsheet cannot accidently be deleted or lost when power is shut off; if a diskette containing a spreadsheet is destroyed, the spreadsheet can be re-created from the hard copy. If you wish another to view the spreadsheet, a hard copy can be carried to another office, or mailed, more easily than a microcomputer! And, if the spreadsheet is large, only portions can be viewed as you "look" at it through a "window" on the monitor; with a hard copy, the whole spreadsheet can be seen at once.

Before initiating the printing, be certain that the printer is on and that the paper is aligned.

Blocks (rectangular portions) of a spreadsheet can be printed. The user must specify whether all of the spreadsheet or only a portion is to be printed.

Printing a spreadsheet in sections is necessary if your layout is wider than the maximum width which the printer can print. For example: if the printer available was an 80-character printer and the spreadsheet had 10 columns, each 10 characters long, (a width of 100 characters), the lines on the printed spreadsheet would be "wrapped around" - the first printed line would have the first 80 characters of the first row in the spreadsheet; the second printed line would have the remaining 20 characters of the first row; the third printed line would have the first 80 characters of the second row; the fourth printed line would have the last 20 characters of the second row; etc. UNACCEPTABLE!!

To make a neat hard copy of the 100 character spreadsheet, the user would print the block containing the first 8 columns and then print the block containing the last 2 columns. These separate printouts would then be taped together. To print only a portion of a spreadsheet:

1. determine the block to be printed (must be in a rectangular area)
2. when prompted, enter the upper-left cell coordinate for the block and the lower-left cell coordinate for the block

The above procedure may be unnecessary with some spreadsheet applications programs which will divide and print the spreadsheets into blocks for the user.

The spreadsheet program may allow for the spreadsheet to be "printed" on the monitor (screen, console). It is faster to view a spreadsheet on the monitor than to print it out, so it is good to route the "printed" spreadsheet to the monitor and check it for errors before printing it.

Print a Spreadsheet

The spreadsheet program may allow for the spreadsheet to be "printed" on a diskette. The SAVE command puts a workable copy of the spreadsheet on a diskette; but this workable copy has cell coordinate names, formulas, and other pieces of information not desired on a printout. It is also not in rows and columns as one might expect. So, if the file containing a workable spreadsheet were to be printed, it would appear like garbage to most people. If the spreadsheet is routed to a diskette through the print command, then a printable copy of the spreadsheet is placed on the diskette. This copy can be merged into letters and other printable material prepared with the microcomputer. (The printable spreadsheet CANNOT be loaded by the spreadsheet program - it is NOT workable.)

ACTIVITY SHEET 590

Print a Spreadsheet

Directions:

Unless specified, CIRCLE the correct answer(s) to the following.

1. The command to initiate printing is

   A. FILE

   B. /P

   C. /O

   D. /F

   E. /G

   F. other (specify) _________

2. The layout can be routed to

   A. a printer.

   B. the monitor.

   C. a diskette.

   D. all of the above.

   E. only a printer or a diskette.

   F. only a printer or the monitor.

3. Having the "printed layout" routed to the monitor is advantageous because

   A. paper isn't wasted.

   B. it enables the user to double check the spreadsheet before printing it.

   C. more of the spreadsheet can be viewed simultaneously on the screen.

4. A term commonly used to refer to a printed spreadsheet is

   A. hard copy.

   B. page picture.

   C. none of the above.

ACTIVITY SHEET 590 (cont'd.)

Print a Spreadsheet

5. The advantage of routing the "printed layout" to a diskette is that
   - A. paper is not wasted.
   - B. the spreadsheet does not need to be saved for future use.
   - C. the file containing a printable copy of the spreadsheet can be merged into a letter or other document.

6. The spreadsheet program is instructed to print the whole spreadsheet by
   - A. entering the upper-left coordinate and the bottom-right coordinate.
   - B. moving the cursor to the upper-left cell before initiating the print command and moving the cursor to the bottom-right cell and pressing **RETURN** after initiating the command.
   - C. entering ALL when prompted.
   - D. other (specify) ________________________________

ACTIVITY SHEET 390 ANSWERS

Print a Spreadsheet

1.

2.

3. B

4. A

5. C

6.

ACTIVITY SHEET 590.1

Print a Spreadsheet

Directions:

Complete steps one through three without assistance. You may refer to the software applications manual, located in the classroom. Upon completion, have the instructor evaluate the spreadsheet.

1. Load the spreadsheet ii560, (replace ii with your first and last initials).

2. Print the whole spreadsheet.

3. Print only the second and third columns of the spreadsheet.

PERFORMANCE CHECKLIST 590

Print a Spreadsheet

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The whole spreadsheet was printed.		
*	2. The second and third columns were printed as a second spreadsheet.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 2
TOTAL POINTS POSSIBLE = 2

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Insert, Delete, and Move Rows and Columns

COMPETENCY NO.: 595

STUDENT WILL: Insert, delete, and move whole rows and columns

GIVEN: A microcomputer, diskettes, software applications manual, and a spreadsheet to enter

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review information on inserting, deleting, and moving rows and columns in the software applications manual, located in the classroom.
2. Practice Competency 595, "Insert, Delete, and Move Rows and Columns", using ii 560. DO NOT SAVE spreadsheet.
3. Complete Activity Sheet 595, "Insert, Delete, and Move Rows and Columns", for evaluation, without any assistance.

EVALUATION: Score 15 out of 17, or 88%, on Performance Checklist 595, "Insert, Delete, and Move Rows and Columns".

ACTIVITY SHEET 595

Insert, Delete, and Move Rows and Columns

Directions:

Complete steps one through twelve without any assistance. You may refer to the software applications manual, located in the classroom.

1. Enter the inventory spreadsheet provided. In the column labeled **TOTAL CASES**, enter and replicate a formula to compute the TOTAL by adding the BEGIN STOCK and REC'D AMOUNTS, and subtracting SHIPPED amount in the same row (**TOTAL CASES**, = BEGIN STOCK + rec'd - shipped). In the column labeled TOTAL COSTS, enter and replicate a formula to compute the TOTAL COSTS by multiplying **TOTAL CASES** by COST PER UNIT (TOTAL COST = **TOTAL CASES** * COST PER UNIT). Save the spreadsheet under the name ii595, (replace ii with your first and last initials).

2. Print the spreadsheet for evaluation.

3. The column labeled MINIMUM ALLOWED is actually a REORDER QUANTITY. When the number of TOTAL CASES in stock for an item falls below that quantity, then the item is to be reordered.

   Change the label to: REORDER
   QUANTITY

4. The column labeled MAXIMUM ALLOWED was necessary when the company had a small warehouse. Today all stock had been moved to a huge warehouse with plenty of room. No maximum amounts of an item are necessary. Delete that column.

5. To know to reorder, the user compares the REORDER QUANTITY to the TOTAL CASES. If TOTAL CASES is less than REORDER QUANTITY, more cases of the item are reordered. The computer can do that comparison, (if necessary, review Competency 575, "Enter Formulas with Conditional Expressions").

   Insert a column after the column labeled: TOTAL
   CASES

   Give the new column the name: REORDER
   NOW?

In the cells labeled REORDER NOW?, enter, replicate, and protect a formula to place

A. a one in the column if the item should be reordered, and a zero if it should not be reordered.

OR

B. an asterisk (*) in the column if it should be reordered, and a blank if it should not be reordered.

ACTIVITY SHEET 595 (cont'd.)

Insert, Delete, and Move Rows and Columns

6. Have the instructor evaluate the spreadsheet on the monitor for accuracy.

7. Move the column labeled ITEM DESCRIPTION to the right-most location on the spreadsheet.

8. Move the column labeled REORDER QUANTITY to the right-most location on the spreadsheet.

9. Insert a new row with the following information between the third and fourth items.

ITEM NUMBER	BEGIN STOCK	COST PER CASE	COST PER UNIT	ITEM DESCRIPTION	REORDER QUANTITY
49964	100	14.98	44	SCREWS 1/3 inch	9

10. Delete the item numbered 31222.

11. Add a column five cells to the right of the REORDER QUANTITY column. Label the column ZERO and put zeroes in the cells under the label.

12. Move the entire row containing item 54891 after the row containing item 62100.

13. Save the spreadsheet under the name ii595, (replace ii with your first and last initials).

14. Print the spreadsheet for evaluation. If necessary, correct any errors and save the corrected spreadsheet under the name ii595, (replace ii with your first and last initials).

ACTIVITY SHEET 595 (cont'd.)

Insert, Delete, and Move Rows and Columns

Text:

ITEM NUMBER	ITEM DESCRIPTION	REC'D	SHIPPED	BEGIN STOCK	TOTAL CASES	MINIMUM ALLOWED	MAXIMUM ALLOWED	COST PER UNIT	TOTAL COST
11126	SCREWS - 1/4"			22	22	12	90	40	880.00
12231	SCREWS - 1/8"			26	26	12	90	45	1170.00
34427	SCREWS - 1/16"			125	125	12	90	42	5250.00
13159	SCREWS - 1/2"			76	76	12	90	42	3192.00
81421	LOCK - SURE BOLT			34	34	8	90	6.79	230.86
21512	LOCK - FINE LINE			54	54	5	32	7.79	420.66
75182	LOCK - MASTER KEY			39	89	8	32	5.99	533.11
52192	LOCK - MAIN CHAIN			30	30	15	40	3.99	119.7
73106	BREAK PROOF			40	40	15	40	15.99	639.6
54891	DOORKNOB - BRASS			21	21	5	40	26.79	562.59
62100	DOORKNOB - GLASS			73	73	5	13	17.99	1313.27
31010	DOOR - SOLID WOOD			7	7	4	30	78.99	552.93
31222	DOOR - STEEL DOOR			14	14	15	40	108.99	1525.86
31018	DOOR - HOLLOW			25	25	20	40	34.99	874.75

ACTIVITY SHEET 595 ANSWER

Insert, Delete, and Move Rows and Columns

ITEM NUMBER	ITEM DESCRIPTION	REC'D	SHIPPED	BEGIN STOCK	TOTAL CASES	REORDER NOW?	REORDER QUANTITY	COST PER UNIT	TOTAL COST
11120	SCREWS - 1/4"			22	22	0	12	40	880.00
12231	SCREWS - 1/8"			26	26	0	12	45	1170.00
34427	SCREWS - 1/16"			125	125	0	12	42	5250.00
13159	SCREWS - 1/2"			76	76	0	12	42	3192.00
81421	LOCK - SURE BOLT			34	34	0	8	6.79	230.86
21512	LOCK - FINE LINE			54	54	0	5	7.79	420.66
75182	LOCK - MASTER KEY			89	89	0	8	5.99	533.11
52192	LOCK - MAIN CHAIN			30	30	0	15	3.99	119.7
73106	BREAK PROOF			40	40	0	15	15.99	639.6
54891	DOORKNOB - BRASS			21	21	0	5	26.79	562.59
62100	DOORKNOB - GLASS			73	73	0	5	17.99	1313.27
31010	DOOR - SOLID WOOD			7	7	0	4	78.99	552.93
31222	DOOR - STEEL DOOR			14	14	1	15	108.99	1525.86
31018	DOOR - HOLLOW			25	25	0	20	34.99	874.75

ACTIVITY SHEET 595 ANSWERS (Final, Insert, Delete, and Move Rows and Columns

ITEM NUMBER	REC'D	SHIPPED	BEGIN STOCK	TOTAL CASES	REORDER NOW?	COST PER UNIT	TOTAL COST	ITEM DESCRIPTION	REORDER QUANTITY
11126			22	22	0	40	880.00	SCREWS - 1/4"	12
12231			26	26	0	45	1170.00	SCREWS - 1/8"	12
34427			125	125	0	42	5250.00	SCREWS - 1/16"	12
49964			100	100	0	44	3129.00	SCREWS - 1/3"	9
13159			76	76	0	42	230.86	SCREWS - 1/2"	12
81421			34	34	0	6.79	420.66	LOCK - SURE BOLT	8
21512			54	54	0	7.79	533.11	LOCK - FINE LINE	5
75182			89	89	0	5.99	533.11	LOCK - MASTER KEY	3
52192			30	30	0	3.99	119.7	LOCK - MAIN CHAIN	15
73106			40	40	0	15.99	639.6	BREAK PROOF	15
62100			73	73	0	17.99	1313.27	DOORKNOB - GLASS	5
54891			21	21	0	26.79	562.59	DOORKNOB - BRASS	5
31010			7	7	0	78.99	552.93	DOOR - SOLID WOOD	4
31018			25	25	0	34.99	874.75	DOOR - HOLLOW	20

PERFORMANCE CHECKLIST 595

Insert, Delete, and Move Rows and Columns

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
	1. All labels are spelled correctly.		
	2. All labels are spaced correctly.		
	3. Item rows are entered correctly.		
	4. The TOTAL CASES formula is correct.		
	5. The TOTAL COST formula is correct.		
	6. The formulas are protected.		
	7. The MINIMUM ALLOWED label has been changed.		
*	8. The column labeled MAXIMUM ALLOWED has been deleted.		
*	9. The column labeled REORDER NOW? has been inserted.		
*	10. The column REORDER NOW? formula is correct.		
*	11. The REORDER NOW? formula has been replicated.		
*	12. The REORDER NOW? formula has been protected.		
*	13. The ITEM DESCRIPTION column has been moved.		
*	14. The REORDER QUANTITY column has been moved.		
*	15. The item numbered 49664 has been inserted.		
*	16. The item numbered 76433 has been deleted.		
*	17. The spreadsheet has been saved.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 13
TOTAL POINTS POSSIBLE = 17

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Name a Range of Cells

COMPETENCY NO.: 600

STUDENT WILL: Name a range of cells so that the given name can be used to refer to the cells instead of the cell coordinate name

GIVEN: A microcomputer, diskettes, software applications manual, and a spreadsheet

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review Information Sheet 600, "Name a Range of Cells".
2. Review information on giving a name to a range of cells in the software applications manual, located in the manual.
3. Complete Activity Sheet 600, "Name a Range of Cells", for evaluation, without assistance.

EVALUATION: Score 2 out of 2, or 100%, on Performance Checklist 600, "Name a Range of Cells".

NOTE: This competency may not be performed with some spreadsheet applications programs.

INFORMATION SHEET 600

Name a Range of Cells

Until now, cells have been referred to by the cell names, (such as A1 or R1C1). These names give the cell location but are otherwise meaningless. Some spreadsheet programs allow ranges of cells to be named; then, when a row or column is moved or deleted, the range name can be given, eliminating the need to remember the cell coordinates for the row or column.

Blocks, (ranges contained in a rectangular area), can often be named. This is advantageous when a spreadsheet must be printed in sections.

ACTIVITY SHEET 600

Name a Range of Cells

Directions:

1. Load the spreadsheet ii595, (replace ii with your first and last initials).
2. Give the name ZERO to the range of zeroes in the last column. DO NOT include the label in the range.
3. Have the instructor evaluate the spreadsheet on the monitor for accuracy.
4. Save the spreadsheet under the name ii595, (replace ii with your first and last initials).

PERFORMANCE CHECKLIST 600

Name a Range of Cells

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The name ZERO has been given to the range of zeroes.		
*	2. The spreadsheet has been saved.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 2
TOTAL POINTS POSSIBLE = 2

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM:	Microcomputer Applications
JOB TITLE:	Spreadsheet Management
COMPETENCY TITLE:	Save and Retrieve a Range of Cells
COMPETENCY NO.:	605
STUDENT WILL:	Extract a range of cells and save them on a diskette; create a new spreadsheet; and retrieve the saved data to be placed in the new spreadsheet

GIVEN: A microcomputer, diskettes, software applications manual, and a spreadsheet

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review Information Sheet 600, "Save and Retrieve a Range of Cells".
2. Review information on saving and retrieving a range of cells in the software applications manual, located in the classroom.
3. Perform Activity Sheet 600, "Save and Retrieve a Range of Cells", for evaluation, without assistance.

EVALUATION: Score 5 out of 5, or 100%, on Performance Checklist 600, "Save and Retrieve a Range of Cells".

INFORMATION SHEET 605

Save and Retrieve a Range of Cells

While reviewing this Information Sheet, refer to the inventory spreadsheets printed in Competency 595, "Insert, Delete, and Move Rows and Columns".

Data used in one spreadsheet is often used in other spreadsheets. Indeed, a spreadsheet could be used to calculate a set of data to be used in another spreadsheet. Copying data from one spreadsheet and manually entering it onto another would be tedious and prone to human error. To eliminate this, spreadsheet programs allow ranges of data to be stored onto a diskette and then loaded from that diskette onto another spreadsheet.

Examine the values in the column labeled REORDER QUANTITY on the inventory spreadsheet Competency 595, "Insert, Delete, and Move Rows and Columns". When the number of cases of an item gets down to that quantity, then more of the items are ordered. These values are not randomly chosen.

A business does not want to keep an unnecessarily large amount of stock because the costs of storage are high, (warehouse overhead, insurance premiums, spoilage costs, etc.). But, if the amount of an item in stock falls too low for the demand, the business might lose customers whose orders cannot be filled when the item is not available.

The reorder quantity can be calculated, using various complicated formulas. A spreadsheet would be used just to calculate the optimum reorder quantities. Those quantities would be saved onto a diskette and then loaded into the inventory spreadsheet.

Columns, rows, or individual cells, can be saved and loaded. The user must specify whether the data on the diskette is to be loaded into a column or a row.

ACTIVITY SHEET 605

Save and Retrieve a Range of Cells

Directions:

1. Load the spreadsheet named ii595, "Insert, Delete, and Move Rows and Columns", updated in Activity Sheet 600, "Name a Range of Cells", (replace ii with your first and last initials).

2. Save the numeric portion of the ITEM NUMBER column on the diskette under the name iiTEMNO, (replace ii with your first and last initials).

3. Save the numeric portion of the ITEM DESCRIPTION column on the diskette under the name of iiDESCRN, (replace ii with your first and last initials).

4. Save the numeric values (not the formulas) of the TOTAL COST column on the diskette under the name of iiCOST, (replace ii with your first and last initials).

5. Clear the spreadsheet; enter the DAILY INVENTORY COSTS - JANUARY spreadsheet provided. In the 20th row, enter and replicate a formula to SUM the columns, and place the SUM in the row labeled TOTAL. In the AVG DAILY COST column, enter a formula to compute the average costs for each row.

6. Load iiTEMNO, (replace ii with your first and last initials), into the column labeled ITEM NUMBER.

7. Load iiDESCRN, (replace ii with you first and last initials), into the column labeled ITEM DESCRIPTION.

8. Load iiCOST, (replace ii with your first and last initials), into the column labeled 1/1 COST.

9. Save the spreadsheet on the diskette under the name ii605, (replace the ii with your first and last initials).

10. Print the spreadsheet for evaluation.

DAILY INVENTORY COSTS -JANUARY

	ITEM NUMBER	ITEM DESCRIPTION	1/1 COST	1/2 COST	1/3 COST...	1/31 COST	AVG DAILY COST
TOTAL	SUM	SUM	SUM	SUM	SUM	SUM	SUM

ACTIVITY SHEET 605 ANSWER

Save and Retrieve a Range of Cells

DAILY INVENTORY COSTS - JANUARY

ITEM NUMBER	ITEM DESCRIPTION	1/1 COST	1/2 COST	1/3 COST	1/4 COST...	1/29 COST	1/30 COST	1/31 COST	AVG DAILY COST
11126	SCREWS - 1/4"	880.00							293.33
12231	SCREWS - 1/8"	1170.00							1170.00
34427	SCREWS - 1/16"	5250.00							5250.00
49964	SCREWS - 1/3"	659.12							659.12
13159	SCREWS - 1/2"	3192.00							3192.00
81421	LOCK - SURE BOLT	230.86							230.86
21512	LOCK - FINE LINE	420.66							420.66
75182	LOCK - MASTER KEY	533.11							533.11
52192	LOCK - MAIN CHAIN	119.70							119.70
73106	BREAK PROOF	639.60							639.60
62100	DOORKNOB - GLASS	1313.27							1313.27
54891	DOORKNOB - BRASS	562.59							562.59
31010	DOOR - SOLID WOOD	552.93							552.93
31018	DOOR - HOLLOW	874.75							874.75
		16398.59	0.00	0.00	0.00...	0.00	0.00	0.00	528.99

PERFORMANCE CHECKLIST 605

Save and Retrieve a Range of Cells

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
*	1. Labels were entered correctly.		
*	2. Formulas were entered correctly.		
*	3. The ITEM NUMBER column was loaded correctly.		
*	4. The ITEM DESCRIPTION column was loaded correctly.		
*	5. The 1/1 COST column was loaded correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 5
TOTAL POINTS POSSIBLE = 5

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Copy Rows and Columns

COMPETENCY NO.: 610

STUDENT WILL: Copy cell contents from one row to another, and copy column contents from one column to another

GIVEN: A microcomputer, diskettes, software applications manual, and a spreadsheet

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review information on copying rows and columns in the software applications manual, located in the classroom.
2. Complete Activity Sheet 610, "Copy Rows and Columns", and perform this for evaluation without any assistance.

EVALUATION: Score 8 out of 8, or 100%, on Performance Checklist 610, "Copy Rows and Columns.

ACTIVITY SHEET 610

Copy Rows and Columns

Directions:

In Competency 610, "Copy Rows and Columns", you will perform daily updating on the inventory spreadsheet.

The spreadsheet will keep a "running account" of what is in stock.

1. Load the spreadsheet named ii595, (replace ii with your first and last initials).

2. The columns labeled REC'D and SHIPPED should have only zeroes in the cells. If they do not, copy zeroes from the column labeled ZERO to those three columns, being careful NOT to copy the labels!

3. For each of the following items, enter shipments in the column labeled SHIPPED:

ITEM NUMBER	SHIPPED
54891	3
75182	1
34427	7
52192	16

4. In the column labeled CASES REC'd, enter the data given for the following items:

ITEM NUMBER	REC'D
34427	10
62100	4
75182	3
31018	12
13159	6

ACTIVITY SHEET 610 (cont'd.)

Copy Rows and Columns

6. The spreadsheet now shows the day's movement of stock (in CASES REC'D and CASES SHIPPED), beginning inventory (in CASES IN STOCK), and final inventory (in TOTAL CASES). Add today's date and your name to the spreadsheet and print it.

7. Save the spreadsheet under the name iiINmmdd, (replacing ii with your first and last initial, mm with the month, and dd with the day).

NOW, PREPARE THE SPREADSHEET FOR TOMORROW'S PROCESSING.

8. Copy zeroes to the columns CASES REC'D. and CASES SHIPPED.

9. Copy the data from TOTAL CASES to CASES IN STOCK.

10. Save the spreadsheet under the name ii595, (replace ii with your first and last initials).

11. Print the spreadsheet.

12. Give both printouts to the instructor for evaluation.

PERFORMANCE CHECKLIST 610

Copy Rows and Columns

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
	On the spreadsheet showing the daily activity:		
*	1. SHIPMENTS are entered correctly.		
*	2. RECEIVED CASES are entered correctly.		
*	3. The DATE has been added.		
*	4. The spreadsheet has been printed.		
	On the spreadsheet prepared for tomorrow's processing:		
*	5. Zeroes have been copied into the CASES REC'D column.		
*	6. Zeroes have been copied into the CASES SHIPPED column.		
*	7. The TOTAL CASES column has been copied into the CASES IN STOCK column.		
*	8. The spreadsheet has been printed.		
	TOTAL POINTS EARNED =		
	POINTS NEEDED FOR MASTERY = 8 TOTAL POINTS POSSIBLE = 8		

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM:	Microcomputer Applications
JOB TITLE:	Spreadsheet Management
COMPETENCY TITLE:	Merge Spreadsheets
COMPETENCY NO.:	615
STUDENT WILL:	Combine data from two different spreadsheets

GIVEN: A microcomputer, diskettes, software applications manual, and a spreadsheet on diskette

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review Information Sheet 615, "Merge Spreadsheets".
2. Review information on merging, saving, and loading spreadsheets in the software applications manual, located in the classroom.
3. Practice, then perform Activity Sheet 615, "Merge Spreadsheets", for evaluation, without assistance.

EVALUATION: Score 3 out of 3, or 100%, on Performance Checklist 615, "Merge Spreadsheets".

NOTE: The instructor must provide a second inventory spreadsheet to be merged, named INVDATA.

INFORMATION SHEET 615

Merge Spreadsheets

The same procedure used in Competency 605, "Save and Retrieve a Range of Cells", can be used to merge two spreadsheets. Instead of just saving a row or column, all cell entries except labels would be saved on the diskette and then loaded onto another spreadsheet. Or, some spreadsheet programs can be told to load a spreadsheet, starting at the third (or any other) row, thus avoiding the labels. The software applications manual must be referred to in order to learn how to merge two spreadsheets.

To merge two spreadsheets as explained above, the columns and row arrangements of both spreadsheets must be identical. Perhaps regional sales reports would be merged to create a company sales report. Perhaps weekly expense accounts would be merged to create a monthly expense account. Merging two spreadsheets can be very useful.

Sometimes it may be desirable to simultaneously examine two spreadsheets with different layouts. Two printouts could be laid side by side, but then no re-calculations could be performed. The spreadsheet program enables a second spreadsheet to be placed on the screen, below or to the side of the first.

ACTIVITY SHEET 615

Merge Spreadsheets

Directions:

Student must complete steps one through nine.

1. Obtain a storage diskette with the file (spreadsheet) INVDATA from the instructor.

2. Load the file INVDATA from the obtained diskette.

3. Scroll to the bottom of the spreadsheet to find the last row.

4. Save the data on the spreadsheet onto your diskette under the name INVDATA.

5. Load the spreadsheet named iiINmmdd, created in Activity Sheet 610, "Copy Rows and Columns", (replace ii with your first and last initials; replace mm with the month and dd with the day it was created).

6. Load data from INVDATA onto the spreadsheet. The spreadsheet should now have inventory on 96 itmes.

7. Load the spreadsheet ii605, (replace ii with your first and last initials), created in Activity 605, "Save and Retrieve a Range of Cells", placing it 20 rows beyond the last row of the first spreadsheet loaded.

8. Save the merged spreadsheets on your diskette under the name ii615, (replace ii with your first and last initials).

9. Print the spreadsheet for evaluation.

PERFORMANCE CHECKLIST 615

Merge Spreadsheets

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. There are 96 unique items listed in the inventory spreadsheet.		
*	2. The second spreadsheet is separated from the first by 20 blank lines.		
*	3. The two distinct spreadsheets are obvious - one with 96 rows of data, and one with 16 rows of data.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 3
TOTAL POINTS POSSIBLE = 3

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputers Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Freeze Labels While Scrolling

COMPETENCY NO.: 620

STUDENT WILL: Freeze labels while scrolling through a large spreadsheet

GIVEN: A microcomputer, diskettes, software application manual, and a a spreadsheet

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review information on freezing (fixing) labels (titles, headings) in the software applications manual, located in the classroom.
2. Practice, then complete Activity Sheet 620, "Freeze Labels While Scrolling", for evaluation without assistance.

EVALUATION: Score 1 out of 1, or 100%, on Performance Checklist 620, "Freeze Labels While Scrolling".

NOTE: This Competency cannot be performed with all spreadsheet applications programs.

ACTIVITY SHEET 620

Freeze Labels While Scrolling

Directions:

Complete steps 1 through 3 without any assistance.

1. Load the spreadsheet ii615*, "Merge Spreadsheets", (replace ii with your first and last initials).
2. Freeze the labels.
3. Have the instructor observe as you scroll to the bottom of the spreadsheet.

* If Competency 615, "Merge Spreadsheets", has not been completed, then load ii595 (replace ii with your first and last initials), and add the following rows of data.

Save the spreadsheet under the name ii615.

PERFORMANCE CHECKLIST 620

Freeze Labels While Scrolling

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Labels are frozen while the text is being scrolled.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 1
TOTAL POINTS POSSIBLE = 1

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Add Windows to Monitor

COMPETENCY NO.: 625

STUDENT WILL: Add windows to monitor while working with a spreadsheet, enabling the user to view different portions of a spreadsheet at the same time

GIVEN: A microcomputer, diskettes, software applications manual, and a spreadsheet

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review information on adding windows (splitting) to the monitor in the software applications manual, located in the classroom.
2. Practice, then complete Activity Sheet 625, "Add Windows to Monitor", for evaluation without any assistance.

EVALUATION: Score 6 out of 6, or 100%, on Performance Checklist 625, "Add Windows to Monitor".

ACTIVITY SHEET 625

Add Windows to Monitor

Directions:

Complete steps 1 through 8 without any assistance. You may refer to your software applications manual.

1. Load the spreadsheet named ii615 (replace ii with your first and last initials).
2. Add a window so that the first row of the inventory spreadsheet and the first row of the DAILY INVENTORY COSTS - JANUARY can be viewed simultaneously.
3. Have the instructor evaluate the spreadsheet for accuracy, and continue to evaluate as you perform the remaining steps.
4. "Lock" the windows and scroll down 10 rows.
5. "Unlock" the windows.
6. Scroll one of the windows.
7. Remove the windows.
8. Move the cursor to the first row of the DAILY INVENTORY COSTS - JANUARY spreadsheet, and create two windows so that the columns labeled 1/1 COST and 1/30 COST can be viewed simultaneously.

PERFORMANCE CHECKLIST 625

Add Windows to Monitor

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The student has added a window, enabling distant rows to be viewed simultaneously.		
*	2. The student has "locked" the windows for scrolling.		
*	3. The student has "unlocked" the windows and scrolled one window.		
*	4. The student has removed the windows correctly.		
*	5. The student has added a window, enabling distant columns to be viewed simultaneously.		
*	6. The student has removed windows correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 6
TOTAL POINTS POSSIBLE = 6

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Define Database Terminology

COMPETENCY NO.: 630

STUDENT WILL: Define file, record, field, database, search, and sort as they relate to spreadsheets

GIVEN: A six-item test

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review Information Sheet 630, "Define Database Terminology".
2. Obtain from the instructor and complete Test 630, "Define Database Terminology", for evaluation.

EVALUATION: Score 6 out of 6, or 100%, on Test 630, "Define Database Terminology".

INFORMATION SHEET 630

Define Database Terminology

You have been working with data. In the computer world, data is the term used to refer to information. The cell entries in the spreadsheets are data - raw facts - to be processed by the computer.

A Database is a collection of information needed by an organization or individuals. A list of employee records is an example of a database. The list would be used when printing paychecks or mailing information to employees. A list of customers with accompanying sales and credit information is database which would be used to find the address of a customer being billed, or check the credit of a customer when an order is received. The database for a company would include both the list of employees, the list of customers, and perhaps other lists which are referred to in carrying out the company's business.

A spreadsheet is a collection of information, and, therefore, is often used as a database.

Files are the individual lists of information which make up a database. The list of employees is called an employee file. The list of customers is called the customer file. Therefore, a database is actually a collection of files used by an organization.

Files are made up of records. In an employee file, the logical collection of information about one employee, (their name, address, payrate, job title, etc.), is a record. There would be a record for each employee in the file. If a company sold to 432 customers, how many records would be in the customer file? (There would be 432 records, one for each customer.) In a spreadsheet, records are contained in rows.

Records are made up of fields. A field is contained in a single cell on the spreadsheet. An employee record would have a name field, an address field, a payrate field, a job title field, etc. Fields are the smallest unit in a database.

Database Functions are procedures used to get pertinent information from a database. Some spreadsheet application programs have a large assortment of commands and built-in functions which enable the spreadsheet to be used as a database, others have virtually none. You must read the software applications manual to discover if the spreadsheet application program you are using can perform database functions such as sorting records, performing statistical database functions, searching for selected records, extracting selected records, and printing selected fields.

TEST 630

Define Database Terminology

Match the following words to their definition, or description, by placing the appropriate letter in front of the number.

___ 1. Database

___ 2. Field

___ 3. Record

___ 4. File

A. is contained within a single cell.

B. all the information needed by an organization to meet its operating needs.

C. a logical collection of fields.

D. a logical collection of records.

State whether the following are TRUE or FALSE by placing a T or F in front of the number.

___ 5. All spreadsheet application programs have a large assortment of commands which enable the spreadsheet to be used as a database.

___ 6. An example of a file is a list of parts used to manufacture a product, where the list contains cost of the part, the vendor for the part, quality control information on the part, and replacement costs for the part.

TEST ANSWERS 630

Define Database Terminology

1. B
2. A
3. C
4. D
5. F
6. T

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Sort Records

COMPETENCY NO.: 635

STUDENT WILL: Use the spreadsheet as a database by sorting records

GIVEN: A microcomputer, diskettes, and a spreadsheet

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review Information Sheet 635, "Sort Records".
2. Review information on sorting in the software applications manual, located in the classroom.
3. Complete Activity Sheet 635, "Sort Records", for evaluation without assistance.

EVALUATION: Score 9 out of 9, or 100%, on Performance Checklist 635, "Sort Records".

INFORMATION SHEET 635

Sort Records

Sorting is arranging records in a desirable sequence or order. An employee file would be more useful if the records were sorted alphabetically by the employee names, as follows:

Name	Department	Hire Date	Soc. Sec. No.
Bob Brown	2509	1/02/79	446 81 2211
Cal Clifford	2611	4/03/81	921 77 4681
Nancy Nevns	2407	6/18/84	432 79 1111
Paul Pittance	2509	1/02/84	781 64 1786
Renee Right	2611	4/04/78	394 56 4124
Wendy Williams	2611	9/08/81	781 94 6431

(Telephone books are sorted alphabetically by customer names, making it easy to find someone's telephone number.) Once a month, when tax deductions are sent to the IRS, it would be more useful to have the same employee file sorted numerically by the social security number as follows:

Name	Department	Hire Date	Soc. Sec. No.
Renee Right	2611	4/04/78	394 56 4121
Nancy Nevns	2407	6/18/84	432 79 1111
Bob Brown	2509	1/02/79	446 81 2211
Paul Pittance	2509	1/02/84	781 64 1786
Wendy Williams	2611	9/08/81	781 94 6431
Cal Clifford	2611	4/03/81	921 77 4681

When initiating a sort, you will be asked

1. how much to sort.
2. what field on which to sort.
3. whether an ascending or descending sort is desired.

How much to sort. The spreadsheet application program wants to know the range to sort. Always specify the whole range of spreadsheet records, excluding labels, titles, tables and other information describing the spreadsheet data. In the above example, the row containing the labels

Name Department Hire Date Soc. Sec. No.

would not be included in the range to be sorted. (If it were included, it would be sorted and placed between Cal Clifford and Nancy Nevns!).

Sort Records

What field on which to sort. The spreadsheet application program will prompt you for the field on which to sort. In the previous example, first the file was sorted on the name field; second, it was sorted on the social security field. The program may allow primary and secondary sort fields.

A telephone book is sorted by a primary field (the last name) and a secondary field (the first name) - in other words, telephone customers are sorted by their last names; and for each common last name they are sorted by first name:

Smith, Andy
Smith, Beth
Smith, Calvin
etc.

Sorting is arranging records in a desirable sequence or order. Employee files would be more useful if the records were sorted alphabetically by the employee names. Once a month, when tax deductions are sent to the IRS, it would be more useful to have the same employee file sorted numerically by the social security number.

Below is the employee file example sorted by Department (primary sort); and then, within each department, sorted by name (secondary sort):

Name	Department	Hire Date	Soc. Sec. No.
Nancy Nevns	2407	6/18/84	432 79 1111
Bob Brown	2509	1/02/79	446 81 2211
Paul Pittance	2509	1/02/84	781 64 1786
Cal Clifford	2611	4/03/81	921 77 4681
Renee Right	2611	4/04/78	394 56 4124
Wendy Williams	2611	9/08/81	781 94 5431

Ascending or descending sort. Ascending sorts on alphabetic fields sort in alphabetical order. Descending sorts on alphabetic fields sort in reverse, (Zeuss would come before Achilles). Ascending sorts on numeric fields sort from the smallest to the largest numbers. Descending sorts on numeric fields sort from the largest to the smallest numbers. When sorting, you will always provide information (usually by answering a prompt) on whether an ascending or descending sort is desired.

ACTIVITY SHEET 635

Sort Records

Directions:

1. Boot the spreadsheet applications program.
2. Load the spreadsheet ii615, (replace ii with your first and last initials), created in Competency 615, "Merge Spreadsheets".
3. Sort the spreadsheet by item number, descending numerically.
4. Print the spreadsheet.
5. Sort the spreadsheet by item description, ascending alphabetically.
6. Print the spreadsheet.
7. Save the spreadsheet under the name ii635, (replace ii with your first and last initials).
8. Give the printed spreadsheets to the instructor for evaluation.

PERFORMANCE CHECKLIST 635

Sort Records

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
*	1. The spreadsheet ii515 was correctly loaded.		
*	2. The first printed spreadsheet has been sorted alphabetically by the item description field.		
*	3. The sort is ascending.		
*	4. All the fields in the records were sorted with the record.		
*	5. The whole spreadsheet was printed.		
*	6. The second printed spreadsheet has been sorted numerically by the item number field.		
*	7. The sort is descending.		
*	8. All the fields in the records were sorted with the record.		
*	9. The whole spreadsheet was printed.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 9
TOTAL POINTS POSSIBLE = 9

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM:	Microcomputer Applications
JOB TITLE:	Spreadsheet Management
COMPETENCY TITLE:	Perform Statistical Database Functions
COMPETENCY NO.:	640
STUDENT WILL:	Use the COUNT, SUM, AVERAGE, MAXIMUM, and MINIMUM built-in functions to complete a spreadsheet, and list other statistical functions available

GIVEN: A microcomputer, diskettes, software applications manual, and a spreadsheet

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review information on the COUNT, SUM AVERAGE, MAXIMUM, and MINIMUM functions in the software applications manual, located in the classroom.
2. Review any other statistical functions available in the software applications manual.
3. Complete Activity Sheet 640, "Perform Statistical Database Functions", for evaluation without any assistance.

EVALUATION: Score 7 out of 7, or 100%, on Performance Checklist 640, "Perform Statistical Database Functions".

NOTE: These functions may not be available on some applications programs.

ACTIVITY SHEET 640

Perform Statistical Database Functions

Directions:

Complete steps 1 through 5 without any assistance from the instructor. You may refer to the software applications manual, located in the classroom, for assistance.

1. List the statistical functions available with the particular applications program you are using.

2. Enter the spreadsheet - MARCH SUMMARY of PATIENTS with RESPIRATORY ILLNESS, shown on the following page.

   Use the COUNT function to complete the row labeled TOTAL PATIENTS by adding the number of non-blank cells for each AGE column and placing the sum in the cell beneath each column.

   Use the AVERAGE function to complete the row labeled AVERAGE LENGTH of STAY by computing the average length of stay for each AGE column and placing the average in the cell beneath each column.

   Use the MAXIMUM function to complete the row labeled MAX by finding the maximum value in each AGE column and placing that value in the cell beneath each column.

   Use the MINIMUM function to complete the row labeled MIN by finding the minimum value in each AGE column and placing that value in the cell beneath each column.

   Use the SUM function to add the TOTAL PATIENTS row and place the resulting sum after the words: Total patients with respiratory illness.

   Compute the average stay by dividing the Total Days by the Total Patients.

3. Save the spreadsheet under the name ii640, (replace ii with your first and last initials).

4. Have the instructor evaluate the spreadsheet on the monitor.

5. Print the spreadsheet and give the printed copy to the instructor for evaluation.

ACTIVITY SHEET 640

Perform Statistical Database Functions

Text:

MARCH SUMMARY of PATIENTS with RESPIRATORY ILLNESS

PATIENT	0-05	6-12	13-17	18-26	27-55	56-65	66-80	80+	SURGERY
0164497					6				
0174932	4								
0132721	7								PB64
0184336								13	
0184792			6						
0184933	5								
0187296					9				
0187445		12							PB64
0192263						7			
0192414							21		
0193419			4						
0193466						11			LR04
0193479	3								
0193938	2								
1093989								5	
0193600			2						
0193685	4								LI99
0193699							6		
Total Patients									
Average Length of Stay									
MAXIMUM									
MINIMUM									

Total patients with respiratory illness: ______

ACTIVITY SHEET 640 ANSWERS

Perform Statistical Database Functions

Text:

MARCH SUMMARY of PATIENTS with RESPIRATORY ILLNESS

PATIENT	0-05	6-12	13-17	18-26	27-55	56-65	66-80	80+	SURGERY
0164497					6				
0174932	4								
0182721	7								PB64
0184336								13	
0184792			6						
0184983	5								
0187296					9				
0187445		12							PB64
0192263						7			
0192414							21		
0193419			4						
0193466						11			LR04
0193479	3								
0193988	2								
0193989								5	
0193600			2						
1093685	4								LI99
0193699							6		
Total Patients	6	1	3	0	2	2	2	2	
Average Length of Stay	4.16	12	4	0	7.5	9	13.5	9	
MAX	7	12	6	0	9	11	21	13	
MIN	2	12	2	0	6	7	6	5	

Total patients with respiratory illness: 18

ACTIVITY SHEET 640 ANSWERS

Perform Statistical Database Functions

Text:

MARCH SUMMARY of PATIENTS with RESPIRATORY ILLNESS

PATIENT	0-05	6-12	13-17	18-26	27-55	56-65	66-80	80+	SURGERY
0164497					6				
0174932	4								
0182721	7								PB64
0184336								13	
0184792			6						
0184983	5								
0187296					9				
0187445		12							PB64
0192263						7			
0192414							21		
0193419			4						
0193466						11			LR04
0193479	3								
0193988	2								
0193989								5	
0193600			2						
1093685	4								LI99
0193699							6		

Total Patients	6	1	3	0	2	2	2	2
Average Length of Stay	4.16	12	4	0	7.5	9	13.5	9
MAX	7	12	6	0	9	11	21	13
MIN	2	12	2	0	6	7	6	5

Total patients with respiratory illness: 18

PERFORMANCE CHECKLIST 640

Perform Statistical Database Functions

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. Labels have been entered correctly.		
*	2. Numeric data has been entered correctly.		
*	3. The row labeled TOTAL PATIENTS has been completed correctly, using the COUNT function.		
*	4. The row labeled AVERAGE LENGTH OF STAY has been completed correctly, using the AVERAGE function.		
*	5. The row labeled MAXIMUM has been completed correctly, using the MAXIMUM function.		
*	6. The row labeled MINIMUM has been completed correctly, using the MINIMUM function.		
*	7. The formula for the sum of all patients with respiratory illness has been entered correctly.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 7
TOTAL POINTS POSSIBLE = 7

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Search for Selected Records

COMPETENCY NO.: 645

STUDENT WILL: Search a spreadsheet for records containing a specified character string, for a record containing a given numeric value, and for records containing a range of numerics

GIVEN: A microcomputer, diskettes, software applications manual, and a spreadsheet

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review Information Sheet 645, "Search for Selected Records".
2. Review information on searching (finding, seeking) in the software applications manual, located in the classroom.
3. Complete Activity Sheet 645, "Search for Selected Records", for evaluation without any assistance.

EVALUATION: Score 3 out of 3, or 100%, on Test 645, "Search for Selected Records".

NOTE: These functions may not be available on some software applications programs.

INFORMATION SHEET 645

Search for Selected Records

A large spreadsheet may contain hundreds of records, covering many pages. If the user wanted to find a particular record, they would have to read through all the records to find the desired one. Computers can "read" faster than people. Spreadsheet applications programs often have a SEARCH function which tells the computer to "read" through records, searching for a particular character string or number, and move the cursor to that record when it is found.

Search facilities vary with each spreadsheet applications program. The software applications manual, located in the classroom, must be reviewed to learn how to search for specified data.

Do not confuse the command to search the records (which causes the cursor to move to the record when it is found - no data changes) with the function to look up information in a table (which causes the value searched for to be placed in a cell - data changes).

ACTIVITY SHEET 645

Search for Selected Records

Directions:

1. Load the spreadsheet ii615, "Merge Spreadsheets", (replace ii with your first and last initials).

Have the instructor observe steps 2 through 4.

2. Search for all locks. Have the instructor observe as each item is found.
3. Search for the record for item number 75182.
4. Search for each item with less than 10 cases in stock.

PERFORMANCE CHECKLIST 645

Search for Selected Records

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The student has found all records which reference "lock" in the ITEM DESCRIPTION using the SEARCH command.		
*	2. The student has found the record 75182 using the SEARCH command.		
*	3. The student has found all the records with less than 10 cases in stock using the SEARCH command.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 3
TOTAL POINTS POSSIBLE = 3

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Extract Selected Records

COMPETENCY NO.: 650

STUDENT WILL: Extract selected records from a spreadsheet, save the extracted records on a diskette, and print the extracted records

GIVEN: A microcomputer, diskettes, software applications manual, and a spreadsheet

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review information on extracting records and printing specified records in the software applications manual, located in the classroom.
2. Complete Activity Sheet 650, "Extract Selected Records".
3. Perform Activity Sheet 650.1, "Extract Selected Records", for evaluation, without assistance.

EVALUATION: Score 2 out of 2, or 100%, on Performance Checklist 650, "Extract Selected Records".

NOTE: This feature may not be available on the applications program being used.

ACTIVITY SHEET 650

Extract Selected Records

Directions:

1. Load spreadsheet 615, "Merge Spreadsheets", (replace ii with your first and last initials).

2. Extract all the records with an ITEM DESCRIPTION containing the word SCREWS. Save the extracted records on a diskette. (Delete the saved SCREW file so the diskette won't become cluttered.)

3. Print all the records for items which were shipped, (the CASES SHIPPED column is not blank or zero).

ACTIVITY SHEET 650.1

Extract Selected Records

Directions:

1. If necessary, load the spreadsheet ii615, (replace ii with your first and last initials).

2. Extract all "lock" records (all records with an ITEM DESCRIPTION containing the word "lock"). Save the extracted records on a diskette under ii650 (replace ii with your first and last initials).

3. Print all the records for items with more than 20 CASES IN STOCK.

4. Have the instructor evaluate Competency 650 on the computer.

5. Give the instructor the printed records for evaluation.

PERFORMANCE CHECKLIST 650

Extract Selected Records

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
*	1. File iiLOCKS contains all the records which reference locks.		
*	2. All the records for items with more than 20 cases in stock have been printed.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 2
TOTAL POINTS POSSIBLE = 2

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Print Mailing Labels

COMPETENCY NO.: 655

STUDENT WILL: Print Mailing Labels

GIVEN: A microcomputer, diskettes, software applications manual, and a spreadsheet

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review Information Sheet 655, "Print Mailing Labels".
2. Review information on printing mailing labels, (printing selected fields), in the software applications manual, located in the classroom.
3. Perform Competency 655, "Print Mailing Labels", for evaluation without any assistance.

EVALUATION: Score 3 out of 3, or 100%, on Performance Checklist 655, "Print Mailing Labels".

NOTE: May not be available on all software packages.

TEST 655

Print Mailing Labels

1. Enter the following spreadsheet:

Name	Customer Number	Address	City	State	Zip
John Milton	64432	864 Paradise Dr.	Brighton	NJ	07849
Joseph Conrad	19962	432 Malayan Rd.	Chicago	IL	60007
George Orwell	71984	22 Doublethink St.	New York	NY	12123
Jonathan Swift	49622	640 Gulliver Lane	Lilliput	NH	03890

2. Print mailing labels for each customer.

TEST 655 ANSWERS

Print Mailing Labels

John Milton
864 Paradise Drive
Brighton, NJ 07849

Joseph Conrad
432 Malayan Road
Chicago, IL 60007

George Orwell
22 Doublethink Street
New Yor, NY 12123

Jonathan Swift
640 Gulliver Lane
Lilliput, NH 03890

PERFORMANCE CHECKLIST 655

Print Mailing Labels

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The spreadsheet has been entered correctly.		
*	2. Only the customer's Name, Address, City, State, and Zip fields have been printed		
*	3. The fields have been printed in mailing label format.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 3
TOTAL POINTS POSSIBLE = 3

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Develop Spreadsheet Graphics

COMPETENCY NO.: 660

STUDENT WILL: Use commands to develop spreadsheet graphs using the spreadsheet data

GIVEN: A microcomputer, diskettes, a spreadsheet, and graph requirements

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review information on graphs in the software applications manual, located in the classroom.
2. Review Information Sheet 660, "Develop Spreadsheet Graphics".
3. Perform Competency 660, "Develop Spreadsheet Graphics", for evaluation without any assistance.

EVALUATION: Score 3 out of 3, or 100%, on Test 660, "Develop Spreadsheet Graphics".

NOTE: This competency may not be performed on all software applications programs.

INFORMATION SHEET 660

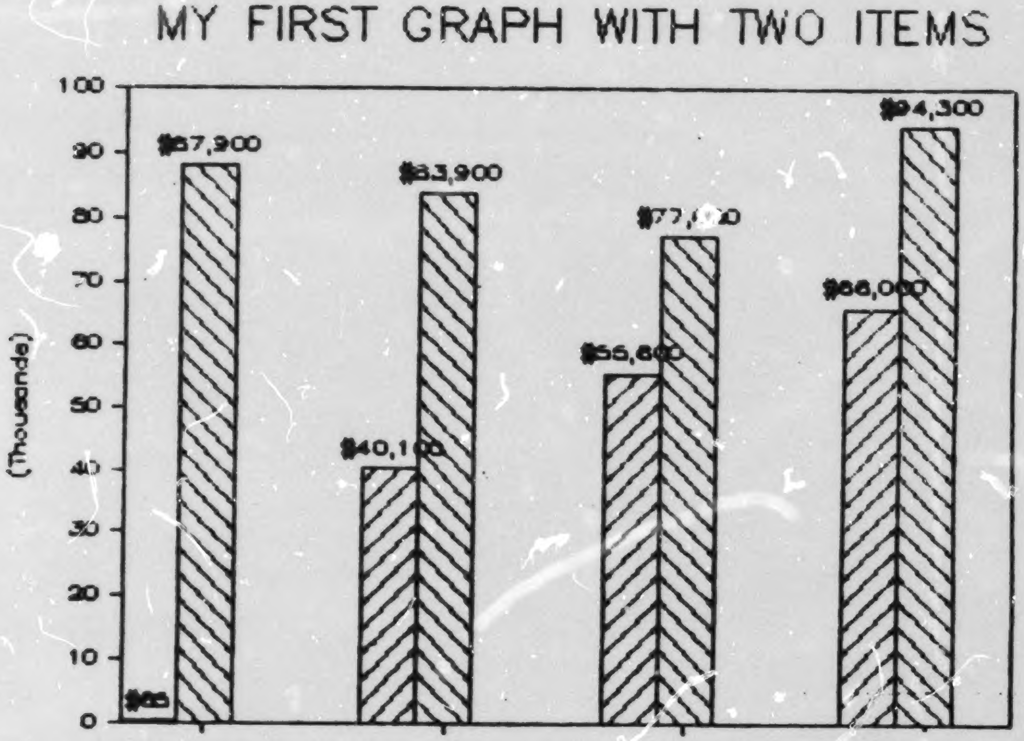
Develop Spreadsheet Graphics

Many spreadsheet programs include commands to create graphs, (diagrams which provide a visual representation of numeric differences). Because "a picture is worth a thousand words (or numbers)", graphs are powerful tools for analyzing and selling products.

There are many commands and prompts which can be entered. Entering a few will create a simple graph; by choosing more of the options provided, the graph becomes more elaborate.

Practice making graphs to become at ease with the menus. You will find graphing fun.

The type of graph desired must be specified if the applications program offers more than one type. Below is an example of a bar graph.



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Develop Spreadsheet Graphics

The data to be graphed must be specified by giving the cell coordinates of a range of cells.

Graphs illustrate values in a row or column. Some programs can illustrate several rows or columns.

A title for the graph and labels for each data item make a graph meaningful. Some graphics allow different fonts, putting the actual data values on the graph, and color variations on the graph.

The user can request to view the graph on the monitor. Some monitors cannot be used for displaying graphs. Likewise, the user can request to view the graph printed, but not all printers can be used to print graphics.

Daisy Wheel printers have a daisy-shaped printing wheel with petals which strike the paper to print a character. Only the characters which appear on the petals can be printed; therefore, Daisy Wheel printers cannot be used to print graphs. All other printers except very inexpensive Dot Matrix printers can be used to print graphs.

TEST 660

Develop Spreadsheet Graphics

1. Load the spreadsheet ii545, created in Test 545, "Copy Labels and Numeric Entries".

2. Prepare a bar graph that displays the COMMERCIAL SALES for YEAR 1. Add the title

   COMMERCIAL SALES BY QUARTER

   and the labels

   FIRST, SECOND, THIRD, and FOURTH.

3. Print the graph.

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Demonstrate Recalculation

COMPETENCY NO.: 665

STUDENT WILL: Use recalculation to answer forecasting questions typical of those which might be asked by management

GIVEN: A microcomputer, diskettes, a spreadsheet, and managerial questions to answer

RESOURCES:

LEARNING ACTIVITIES:

1. Review the definition of recalculation in Information Sheet 500, "Demonstrate Knowledge of Spreadsheets".
2. Review Information Sheet 665, "Demonstrate Recalculation".
3. Perform Activity Sheet 665, "Demonstrate Recalculation", for evaluation, without any assistance or resources.

EVALUATION: Score 6 out of 6, or 100%, on Performance Checklist 665, "Demonstrate Recalculation".

INFORMATION SHEET 665

Demonstrate Recalculation

The spreadsheet is a powerful forecasting and analysis tool. By entering values in question, and letting the computer recalculate, management can have answers which will help in making decisions about future policies.

You, the person maintaining the spreadsheets, may need to let your manager know about the recalculation ability of the spreadsheet. A small demonstration of recalculation should be sufficient.

You will need to enter values requested by a manager's "what if" question, and record the result.

ACTIVITY SHEET 665

Demonstrate Recalculation

Directions:

1. Load the spreadsheet ii615, (replace ii with your first and last initials).

ANSWER the following questions by entering the data in question and finding the answer from the recalculated values. Print each spreadsheet.

2. How much will the total inventory cost increase if the cost for ½-inch screws is doubled?

3. How much will the total inventory cost increase if the cost for 1-inch pipes is increased by $0.50 per case? (The total inventory cost would become ________________.)

4. B and B Industries wants 500 cases of X-Widgets remaining after a shipment of 500 would be ____________________.

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PERFORMANCE CHECKLIST 665

Demonstrate Recalculation

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	1. The value for the first question has been entered correctly.		
*	2. The spreadsheet values have been changed back to the original values.		
*	3. The value for the second question has been correctly entered.		
*	4. The spreadsheet values have been changed back to the original values.		
*	5. The value for the third question has been correctly entered.		
*	6. The spreadsheet values have been changed back to the original values.		

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 6
TOTAL POINTS POSSIBLE = 6

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Transfer a Manual Office Function onto Electronic Spreadsheet

COMPETENCY NO.: 670

STUDENT WILL: Design the layout for a spreadsheet to be used to replace a manually-prepared business report

GIVEN: A business problem, printer layout charts

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review Information Sheet 670, "Transfer a Manual Office Function onto Electronic Spreadsheet".
2. Obtain printer layout charts from the instructor.
3. Perform Test 670, "Transfer a Manual Office Function onto Electronic Spreadsheet", for evaluation without any assistance.

EVALUATION: Score 10 out of 10, or 100%, on Performance Checklist 670, "Transfer a Manual Office Function onto Electronic Spreadsheet".

INFORMATION SHEET 670

Transfer a Manual Office Function onto Electronic Spreadsheet

A spreadsheet is a tool which enables business problems to be solved and business reports to be prepared.

Understanding the problem or report is the first and perhaps the most important step in preparing a spreadsheet. Because it is easy to do, it is tempting to start filling in labels and formulas without thoroughly understanding the spreadsheet's purpose. But DON'T! First, get a clear and accurate description of what the spreadsheet is to accomplish.

Ask questions! Don't be afraid to ask questions. Business, scientific, statistical, and technical terms and formulas may be used so frequently by the person requesting the spreadsheet that they forget that the rest of the world speaks plain English - that explanations are necessary.

Look at existing spreadsheets. The task requested may already be done by hand and can be easily transferred to the computer from existing spreadsheets.

Request that all formulas be written down. Never assume that a verbal description of a formula is sufficient.

Prepare a table describing the contents of the spreadsheet being requested. By showing this label to the person requesting the spreadsheet, any misinterpretation of instructions, and especially of formulas, can be resolved. An example table is shown below:

Label	Type	Notes
CUSTOMER	Alpha-numeric label	taken from order form
PRICE	numeric	taken from order form
QUANTITY	numeric	taken from order form
BILL	formula	PRICE * QUANTITY

Once the spreadsheet requirements are thoroughly understood, then it is time for layout design. It is necessary to invest time and energy in drawing the spreadsheet on a printer layout chart before pressing a key on the keyboard. Printer layout charts have columns and rows clearly marked. If no printer layout charts are available, graph paper can be used.

First, decide upon the arrangement of fields on the spreadsheet. A key, identifying field, should be placed in the left-most column; CUSTOMER NAME would be the identifying field in a billing spreadsheet. It is helpful to the user if the most often referred to fields can be grouped together on the monitor, so they can be examined without scrolling when the spreadsheet is first loaded. It is also helpful if fields used in a formula are located in columns close to the column containing the formula. Use these guidelines to establish a logical sequence in the spreadsheet columns.

Transfer a Manual Office Function onto Electronic Spreadsheet

As the spreadsheet is designed on paper, establish column widths, centering, left justification, right justification requirements. Decide upon numeric formats, (percentage, currency, etc.), at this time.

Choose meaningful labels while designing the spreadsheet. Descriptive labels will be helpful to the user who tries to understand a spreadsheet or remember what is to be entered. If possible, give entry format information in a label, as is done in the example below:

EXPIRATION
DATE
MM/DD/YY

The importance of meaningful labels cannot be overemphasized; it is these that make the spreadsheet "user friendly".

Add documentation to the spreadsheet. Documentation should include: name of the spreadsheet; name it will be saved under on diskette; date it was created; any file number, department number, or project number that may be applied to the spreadsheet; and, any necessary comment to describe the spreadsheet purpose.

When the spreadsheet has been drawn out on paper, have the person giving specifications for it examine the design. At this point, clarifications of the requirements may be made and the spreadsheet can be re-drawn. Though this process may take time, the end result will be a well-designed, visually pleasing, easy-to-use spreadsheet - ready to enter on the computer.

First, enter only the labels and formulas, protect the formulas, and save this "empty" spreadsheet on a diskette, (don't forget to create a backup copy). These steps create a template which can be accessed and used over and over again. Templates are "empty spreadsheets" to be filled in later. This one template can be used to generate many spreadsheets, (by loading the template, adding numeric fields, and saving the completed spreadsheet under a unique name).

Once the spreadsheet has been entered, test it. Enter maximum and minimum possible numeric values. Are the cell widths large enough to hold the maximum? If the minimum is zero, is division by zero ever attempted? Are formulas correct? Carefully examine the spreadsheet.

TEST 670

Transfer a Manual Office Function onto Electronic Spreadsheet

Directions:

A realtor maintains records of homes sold by the company. A report is now manually prepared, showing weekly sales for the current and previous year. The final report has 52 rows, (one for each week in the year), and two sets of columns, (one set for each year). For each week, the report lists the number of homes sold, the total price of the homes sold, and the average price of the homes sold. You have been requested to transfer this report onto an electronic spreadsheet, adding YEAR to DATE SALES and YEAR to DATE DIFFERENCE IN SALES for each week.

1. Draw the spreadsheet on a printer layout chart.

2. Have the instructor evaluate the printer layout chart.

3. Create a template for the spreadsheet.

4. Have the instructor evaluate the template.

PERFORMANCE CHECKLIST 670

Transfer a Manual Office Function onto Electronic Spreadsheet

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	Evaluation of the design:		
*	1. A table describing the contents of fields has been prepared.		
*	2. Fields are logically arranged.		
*	3. Key-identifying field is in the left-most column.		
*	4. Adequate column widths have been established.		
*	5. Numeric formats are specified.		
*	6. Meaningful labels have been chosen.		
*	7. Documentation is provided.		
	Evaluation of the template:		
*	8. Labels are entered correctly.		
*	9. Formulas are entered correctly.		
*	10. Formulas are protected.		
	TOTAL POINTS EARNED =		
	POINTS NEEDED FOR MASTERY = 10 TOTAL POINTS POSSIBLE = 10		

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM: Microcomputer Applications

JOB TITLE: Spreadsheet Management

COMPETENCY TITLE: Demonstrate Knowledge of Integrated Software Applications

COMPETENCY NO.: 675

STUDENT WILL: Demonstrate knowledge of the definition of integrated software applications; of the benefit of using the same; and of some general concepts of how integrated software applications are used

GIVEN: A six-item test

RESOURCES: Software applications manual

LEARNING ACTIVITIES:

1. Review Information Sheet 67[illegible], "Demonstrate Knowledge of Integrated Software Applications".
2. Complete Test 675, "Demonstrate Knowledge of Integrated Software Applications", for evaluation.

EVALUATION: Score 6 out of 6, or 100%, on Test 675, "Demonstrate Knowledge of Integrated Software Applications".

INFORMATION SHEET 675

Demonstrate Knowledge of Integrated Software Applications

An integrated software package is a set of application programs, (wordprocessing, database, spreadsheet), which can easily be used together. Also called "operating environments", integrated software applications let the user move freely and easily from a database program to a wordprocessing program to a graphics program, and use data from one application in the others.

Before integrated software was available, if a user was examining a database and wished to write a memo about an item found in the database, they would have to

1. save the database
2. remove database diskette
3. insert wordprocessing diskette
4. boot the wordprocessing program
5. write the memo

and then return to the database by

6. saving the memo
7. removing wordprocessing diskette
8. inserting the database diskette

and

9. booting the database program.

Only one application could be worked upon at one time.

Integrated software makes the monitor into a desktop. Just as a person would have several sheets of paper on their desktop, with integrated software the user can have several windows from different applications on the monitor at the same time. The integrated software applications eliminates most or all of the nine steps listed above and lets the user switch applications by simply moving the cursor to another window on the monitor. (Just as in the desktop analogy, the person at the desk would simply move their pencil from one pad of paper to another.)

The applications programs in an integrated software package can share information between applications. The name and address of a customer stored in the database file can easily be moved to a letterhead - without retyping it! Graphs prepared by a graphics or spreadsheet program can easily be placed in documents prepared by a wordprocessor.

Some integrated software applications are easier to use than others; some may have special requirements, (such as a hard disk). The compatibility of the different applications programs may vary, and the type of applications' programs that are used with an integrated software application may vary. An integrated software package may come with a few or many diskettes.

An employee using an integrated software package should read the manual, go through any tutorials in the manual or on diskette, and practice using the integrated software. It is a powerful tool which can make working with a computer easier than ever before.

TEST 675

Demonstrate Knowledge of Integrated Software Applications

1. The two features of integrated software are that (CIRCLE TWO)

   A. integrated software packages have excellent graphics programs.

   B. all integrated software packages let the user move easily from one application to another.

   C. all integrated software packages enable data from one application program to be used in other application programs.

   D. all integrated software packages are simple and have no special hardware requirements.

2. Integrated software enables the user to work on more than one application at a time by (CIRCLE ONE)

   A. using separate diskettes for each application.

   B. using windows on the monitor.

   C. using all data on one diskette.

Tell whether statements 3 through 6 are TRUE or FALSE by putting a T or F before each number.

___ 3. Integrated software eliminates the need for diskettes.

___ 4. Applications programs in an integrated software package can share information with other applications programs in the package.

___ 5. All integrated software packages have the same types of applications programs -- a word processor, a database, and a spreadsheet.

___ 6. Switching from one application to another is faster when an integrated software package is used.

TEST 675 ANSWERS

Demonstrate Knowledge of Integrated Software Applications

1. B and C
2. B
3. F
4. T
5. F
6. T

PROJECT CIRCLE COMPETENCY SHEET

CIP CODE NO: 07.0302

PROGRAM:	Microcomputer Applications
JOB TITLE:	Spreadsheet Management
COMPETENCY TITLE:	Demonstrate Simple Troubleshooting Techniques
COMPETENCY NO.:	680
STUDENT WILL:	Demonstrate knowledge of steps to be taken when the computer malfunctions

GIVEN: A ten-item test

RESOURCES: Don't, or How to Care for Your Computer, By Rodnay Zaks, pub. 1981 Sybex, Inc. - Berkley

LEARNING ACTIVITIES:

1. Review pages 197 -203 in Don't, or How to Care for your Computer.
2. Complete Test 680, "Demonstrate Simple Troubleshooting Techniques".

EVALUATION: Score 9 out of 11, or 82%, on Test 680, "Demonstrate Simple Troubleshooting Techniques.

TEST 680

Demonstrate Simple Troubleshooting Techniques

CIRCLE the correct answer(s) for the following.

[illegible] When a malfunction occurs, first assume that the _______ is at fault.

A. hardware

B. software

C. person using the computer

2. When an error occurs, the user should first ________.

A. check the wiring and cables to see if they are properly connected

B. re-enter the commands entered before the error occurred, to see if they were properly entered

C. call the hardware manufacturer

3. A user should refer to ____ when more information is needed about how a command is to be entered.

A. manuals

B. on-monitor HELP information

C. **both of the above**

4. If the user has correctly entered commands, and if erroneous results re-occur, then the ____ should be examined for error.

A. software

B. hardware

C. user

5. Software, the programs which contain instructions for the computer, is stored ____.

A. in the index of the manuals

B. in the keyboard

C. on diskettes

6. Damaged diskettes ____ be used again.

A. should

B. should not

TEST 680

Demonstrate Simple Troubleshooting Techniques

7. If the user is entering commands correctly, and the software seems to be okay, then the ____ should be checked for problems.

   A. software

   B. hardware

   C. user

Write TRUE or FALSE on the line in front of the number.

____8. Microcomputer systems are very reliable and probably will not fail as long as proper procedures are followed.

____9. If proper results are not being obtained, the user should first check their own actions for errors.

___10. It is not necessary to refer to manuals once the computer has been installed.

___11. Opening hardware equipment, and probing around inside the cases, will never harm the equipment.

TEST 630 ANSWERS

Demonstrate Simple Troubleshooting Techniques

1. C
2. B
3. C
4. A
5. C
6. B
7. B
8. T
9. T
10. F
11. F

VII.

GLOSSARY

ABORT A COMMAND:	to stop the execution of a command after it has been requested.
ACTIVITY SHEET:	contains directions and text for the student, giving practice and experience in the area of the competency being executed.
APPLICATIONS PROGRAM:	see SOFTWARE APPLICATIONS.
BIT:	the smallest unit of information, made up of a simple two-way option; i.e., yes or no, on or off, something or nothing.
BOOT:	to start up a computer by loading a program into the memory.
BYTE:	a unit of information made up of a fixed number of bits.
CATALOG:	a list of all named files stored on a disk. See DIRECTORY, DISKETTE CATALOG and MENU.
CATHODE RAY TUBE:	see CRT.
CENTRAL PROCESSING UNIT:	see CPU.
CHARACTER:	a unit of information such as a letter, digit, punctuation mark.
CIP CODE:	(Classification of Industrial Programs), a number which identifies job titles.
COMMAND:	an instruction to an applications program which causes the program to perform some specific work.
COMPETENCY:	the ability to accurately perform a specific task with efficiency. See PERFORMANCE CHECKLIST and TASK.
COMPETENCY BASED VOCATIONAL EDUCATION:	(CBVE), a system of organizing instruction to make certain students who complete a vocational-technical program can successfully perform each task with proficiency for entry-level industry standards.
COMPUTER:	an electronic device for performing programmed computations at a high rate of speed and with great accuracy.
COMPUTER PROGRAM:	a set of instructions to the computer, sometimes pre-recorded on a diskette.
COMPUTER SYSTEM:	a computer and its associated hardware, peripheral devices, and software.

VII. (cont'd.)

GLOSSARY

COPY-PROTECT:	to prevent the copying of information recorded on a diskette.
CPU:	(Central Processing Unit), the hardware component of a computer system which interprets and executes program instructions. See PROCESSOR.
CRT:	(Cathode Ray Tube), a vacuum tube which projects onto a fluorescent monitor or screen.
CURRICULUM:	a learning sequence covering a particular area regarding tasks, objectives, content and resources, learning activities, and evaluations.
CURSOR:	a flashing rectangle on the monitor which moves as text is entered, showing the position where the next character entered will be displayed.
DAISY-WHEEL PRINTER:	an impact printer which prints characters by striking a wheel with raised characters against an inked ribbon.
DATA:	facts; information processed by a computer.
DATABASE:	a collection of data organized especially for rapid search and retrieval, for use by an organization, business or industry.
DATABASE MANAGEMENT:	a software system used for organizing, storing, retrieving, and editing information in a database system.
DATA PROCESSING:	operations performed on data microcomputer - the smallest kind of computer - consisting of a microprocessor and input/output devices.
DEFAULT VALUE:	an automatically assigned value, if no other value is selected to replace it.
DIRECTORY:	a list of all names of files stored on a disk. See CATALOG. DISKETTE CATALOG and MENU.
DISK:	a storage medium on which information is stored, consisting of a flat, circular, magnetic surface on which small magnetic spots record information. See DISKETTES.
DISK DRIVES:	peripheral devices which read from and write on diskettes.
DISK ENVELOPE:	a square, removable, protective paper jacket used when handling or storing a disk. Compare with DISK JACKET.

GLOSSARY

DISKETTES:	(also known as DISK, FLOPPY DISKETTE, MINI-FLOPPY DISKETTE), is a circular storage medium, coated with magnetic material. Information is stored on a disk in tiny magnetic dots which can be written and read by a disk drive. A diskette is enclosed in a square, protective paper DISK JACKET.
DISKETTE CATALOG:	a list of files displaying what is stored on a diskette. See CATALOG, DIRECTORY and MENU.
DISKETTE JACKET:	a permanent, protective envelope for a disk, made of plastic or black paper; the disk should never be removed from this jacket, even when it is inserted in a disk drive. Compare this with DISK ENVELOPE.
DISK OPERATING SYSTEM:	see DOS.
DISPLAY:	information shown visually on the monitor, a display device.
DISPLAY DEVICE:	a device that shows information visually; i.e., a television receiver or video monitor.
DOS:	(pronounced DOSS), are the initials for DISK OPERATING SYSTEM. This is a set of programs which transfer data between peripherals and memory, and manage all the organization of applications programs and data. The DOS is stored on a diskette. Some of the DOS programs may also reside in the computer's memory.
DOT-MATRIX PRINTER:	a printer that produces characters by printing patterns of dots at selected positions on a fixed-size grid.
EDIT:	to change or alter the text by insertion, removal, replacement, or relocation of text in a document.
ELECTRONIC SPREADSHEET:	a spreadsheet created with the aid of a computer.
ELECTRONIC WORKSHEET:	a grid of rows and columns where text, numbers, formulas can be stored, thus allowing complex calculations to be defined in a way more easily understood; a spreadsheet created with the aid of a computer.
EMBEDDED PRINT COMMANDS:	print commands that are placed directly in the text.
EVALUATION:	a measure by which the student's mastery of the competency is appraised.
EXECUTE:	to perform or carry out a specific action such as those described by a program.

GLOSSARY

EXPONENT:	a symbol entered above and to the right of a mathematical expression to indicate raising to a power.
EXPONENTIATION:	relating to an exponent; has highest priority.
FIELD:	an item of data.
FILE	a logical collection of records. They may contain program statements, a set of commands, or data; all composing a text for a document stored on the diskette.
FILE NAME:	the title name under which a file is stored. See HEADING and TITLE.
FIRMWARE:	parts of a computer system consisting of permanently stored programs in read-only memory; built in at the factory; can be executed whenever desired, but cannot be edited or erased from main memory. See READ-ONLY MEMORY and MAIN MEMORY.
FLEXIBLE DISK:	a flexible plastic disk; i.e., floppy disk. See DISKETTES.
FLOPPY DISK:	see DISKETTES.
FOOTNOTE:	a reference notation or explanation usually located below the text on a printed page. See SUBSCRIPT and SUPERSCRIPT.
FORMAT:	form which organizes or presents information; to direct or control the format of information; to prepare a blank disk to contain information by dividing its surface into tracks and sectors. See INITIALIZATION, TRACKS and SECTORS.
FUNCTION KEYS:	special keys on the keyboard which initiate a command when pressed. See KEYBOARD.
GRAPHICS:	information shown by pictures or images on the computer's monitor.
HARD COPY:	printed output from a computer.
HARDWARE:	the physical equipment that makes up the computer. Compare with FIRMWARE and SOFTWARE.
HEADING:	title name of a report, to show what the report is covering. See TITLE.
HIERARCHICAL:	priority of performance, a ranked or graded series.

VII. (cont'd.)

GLOSSARY

IMPACT PRINTER:	a printer that prints like a typewriter, mechanically striking a ribbon. See PRINTER.
INITIALIZATION:	to set up an initial state, preparing for some computation; prepare a blank disk for input of information by dividing its surface into tracks and sectors. Diskette will accept files using this process. See FORMAT, TRACKS and SECTORS.
INPUT:	information put into a computer from a source such as a keyboard, disk drive or a modem.
INTERFACE:	a way by which one component of a system communicates with another.
I/O:	input/output; information transfered into and out of a computer.
JOB TITLE:	the name business and industry use to identify a position.
KEYBOARD:	an assembled set of alphabetical and functional keys by which information is keyed into the computer.
LEARNING ACTIVITIES:	experiences or steps with directions to the student on what, why, and how to do them.
LETTER-QUALITY PRINTER:	a printer whose end results are quality comparable to an electric typewriter.
LOAD:	to take information from a peripheral storage (such as a disk) into main memory; to transfer a program into memory for execution.
LOCK:	to protect a diskette file from being altered or erased. See WRITE-PROTECT.
MACHINE LANGUAGE:	the binary (2-digit) coded language into which programs are translated to be executed by the computer.
MAIN MEMORY:	a built-in memory component of a computer system whose contents are directly accessible to the processor, CPU.
MENU:	a list of functions that can be done on the computer, displayed on the monitor, from which the user can select. See CATALOG, DIRECTORY and DISKETTE CATALOG.
MERGING:	combining several files into a new document.

VII. (cont'd.)

GLOSSARY

MICROCOMPUTER:	a computer whose processor is a microprocessor. See MICROPROCESSOR.
MICROPROCESSOR:	a computer processor in a single integrated circuit. See MICROCOMPUTER.
MINI-FLOPPY DISKETTE:	see DISK and DISKETTES.
MODEM:	a peripheral device that makes it possible for the computer to transmit and receive information over a telephone line.
MONITOR:	a television-like device which displays what the user keys in on a keyboard, as well as output produced by programs; operated by a cathode ray tube. See CATHODE RAY TUBE and SCREEN.
OPERAND:	part of a command; the data or device that is being operated upon. A:XXFILE (A: is the operand for the file to be deleted in Drive A).
OPERATOR:	an arithmetic symbol which specifies an operation to be performed; i.e., +, -, *, /.
OPERATING SYSTEM:	software that organizes the computer's resources and capabilities. See DOS.
OUTPUT:	information taken from a computer to the display monitor, a disk drive, a printer, or a modem.
PAGINATION:	the numbers or marks used to indicate the consecutive order of pages in a book arrangement.
PARALLEL INTERFACE:	an interface by which many bits of information are simultaneously transmitted over different wires or channels. Compare with SERIAL INTERFACE.
PARALLEL PRINTER:	a printer that will accept information from the computer via a parallel interface.
PERFORMANCE CHECKLIST:	a form of observational testing used to evaluate the student's performance and proficiency. See COMPETENCY and TEST.
PERIPHERAL:	outside the boundaries of the computer. See INPUT/OUTPUT (I/O).
PERIPHERAL DEVICE:	a monitor, disk drive, printer, or modem, that can be used along with a computer, sometimes separate from the computer, and connected by wires, cables, or some other form of interface, possibly a peripheral card.

VII. (cont'd.)

GLOSSARY

POWER SUPPLY:	hardware component of the computer that provides electrical power from an outlet and converts it for use by other hardware components.
POWERING DOWN:	turning off pieces of the computer equipment. See POWERING UP.
POWERING UP:	turning on pieces of the computer equipment. See POWERING DOWN.
PRINTER:	an output devise which prints numbers, symbols and/or characters displaying computer results. See IMPACT PRINTER.
PROCESSOR:	hardware component of a computer that does the actual computations by executing instructions given in machine language and stored in the computer's main memory. See CPU.
PROGRAM:	a set of instructions, telling a computer what to perform in order to execute a task, using the rules and conventions of a particular language; also, to write a program.
PROGRAMMER:	the person who writes a program; author of programs.
PROGRAMMING:	the activity of writing a program.
PROMPTS:	questions an applications program will ask to find out how to perform its work.
RAM:	see RANDOM-ACCESS MEMORY.
RANDOM-ACCESS MEMORY:	memory where the contents of individual locations can be searched in an arbitrary or random order. See RAM.
READ:	to transfer data into the computer's memory from an outer source to the computer, (i.e., disk drive or modem), or into the computer's processor from a source such as the keyboard or main memory.
READ-ONLY MEMORY:	memory contents that can be read but not written; useful for storing firmware. See ROM.
RECALCULATION:	the process of changing numeric values on a spreadsheet to see how calculated fields are affected.
RECORD:	a collection of fields treated as a unit to the user.
ROM:	See READ-ONLY MEMORY.

VII. (cont'd.)

GLOSSARY

RUN:	to carry out a program; load a program into the main memory from another storage medium, such as a disk, and carry it out.
SAVE:	to store a file taken from the computer's memory onto a diskette.
SCREEN:	a television-like device which displays what the user keys in on a keyboard, as well as output produced by programs; operated by a cathode ray tube. See CATHODE RAY TUBE and MONITOR.
SCROLLING:	to shift information out at one end of the monitor, usually the top, and make room for new data at the other end, usually the bottom; moves text up and down the monitor.
SECTORS:	part of the recording surface of a disk, with a fixed fraction of a track. See TRACK.
SERIAL INTERFACE:	an interface by which information is sent in sequence, one bit at a time, over a single wire or channel. See PARALLEL INTERFACE.
SERIAL PRINTER:	a printer that receives information from the computer via a serial interface. See SERIAL INTERFACE.
SOFTWARE:	the term used to refer to DOS and applications programs. See SOFTWARE APPLICATIONS PROGRAM.
SOFTWARE APPLICATIONS PROGRAM:	a program that uses the resources and capabilities of the computer for some specific task; i.e., wordprocessing, database management, graphics, spreadsheet management, or telecommunications.
SPREADSHEET MANAGEMENT:	the use of computers to perform numerical functions; i.e., calculations, tasks using rows and columns), to create a spreadsheet.
STORAGE DISKETTES:	(also called data diskettes), are used to keep data (information to be processed by the computer). See DISKETTES.
SUBSCRIPT:	notations typed slightly below the line, denoting a footnote. See FOOTNOTE.
SUPERSCRIPT:	notations typed slightly above the line, denoting a footnote. See FOOTNOTE.
SYSTEMS PROGRAM:	a program that makes the computer's resources and capabilities available for general purposes; i.e., an operating system or a language translator. See DOS.

GLOSSARY

TASK:	an assignment performed by the student in a short period of time. See COMPETENCY and PERFORMANCE CHECKLIST.
TELECOMMUNICATIONS:	sending information across great distances, such as over telephone wires.
TEST:	method used to evaluate the student's performance and efficiency. See COMPETENCY and PERFORMANCE CHECKLIST.
TEXT:	information printed to be readable; a group of words; part of the activity sheet which the student is expected to perform for evaluation.
THERMAL PRINTER:	a printer that reproduces by applying small points of heat to a specially treated paper which is heat-sensitive.
TITLE:	the name that identifies the contents of a particular report. See HEADING.
TRACKS:	part of the recording surface of a disk, containing a single circular band a certain distance from the center of the disk.
TROUBLESHOOT:	locate and correct a problem or malfunction in the system, usually hardware-related.
USER:	the person who operates or controls a computer system.
WORD PROCESSING:	the use of computers to create, edit, and print text material.
WORD PROCESSOR:	program for creating, editing, and modifying text.
WORDWRAP:	text automatically continues from the end of one line to the beginning of the next line on the monitor.
WRITE:	take information from the computer to an outer destination, such as a disk drive, printer, or modem.
WRITE-ENABLE NOTCH:	a square cutout in one edge of the jacket on the disk that allows information to be written on the disk. See WRITE-PROTECT NOTCH and WRITE-PROTECT TAB.

GLOSSARY

WRITE-PROTECT NOTCH:	the user protects the disk's information by covering the write-enable notch with a write-protect tab, so no new information or alteration can be performed on the disk. See WRITE-ENABLE NOTCH and WRITE-PROTECT TAB.
WRITE-PROTECT TAB:	a small sticker or piece of tape, used to write-protect a disk, covering the write-enable notch so there can be no alterations or additions to the disk. See WRITE-ENABLE NOTCH and WRITE-PROTECT NOTCH.

Certificate of Competency

Curriculum by **I**ndustry **R**eview - **C**omputers **L**ink to **E**ducation

A Task Description/Competencies List
For Microcomputer Applications

This is to certify that the student has a proven competency in all tasks listed on the back of this certificate

Student's Name	Instructor's Name
Date	Issuing Agency

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WORDPROCESSING

Demonstrate Knowledge of Wordprocessing
Boot the Applications Program
Demonstrate Knowledge of Disk Operating System
Format and Identify Diskette
Key in Text
Move Cursor

DATABASE MANAGEMENT

Demonstrate Knowledge of Database
Boot the Applications Program
Demonstrate Knowledge of Disk Operating System
Format and Identify Diskette
Establish File Fields, and Add Information

SPREADSHEET MANAGEMENT

Demonstrate Knowledge of Spreadsheets
Boot the Applications Program
Demonstrate Knowledge of Disk Operating System
Format Diskettes, Save, Retrieve, and Create Backup Copies of Spreadsheets
Access Spreadsheet Commands

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